

ABSTRACT

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THE PERCEPTIONS OF FACULTY AND STUDENT AFFAIRS PRACTITIONERS
ON THE CHALLENGES FOR INTERNATIONALIZATION AT A
HISTORICALLY BLACK UNIVERSITY IN THE
SOUTHEASTERN UNITED STATES

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This descriptive mixed-methods case study of faculty and student affairs practitioners' perceptions determined challenges to internationalization at a historically black university in the Southeastern United States by examining challenges affecting international students, on-campus internationalization preparation, differentiated instruction for international students, the office of international student affairs staff support, international student advisement, and global sensitivity training. Fifteen participants (11 faculty and 4 student affairs practitioners) were surveyed and a semistructured interview was conducted with a student affairs practitioner employed by

the institution. The data collected revealed findings, implications, and recommendations that suggested further research for faculty, student affairs practitioners, and the institution. The major findings of this study indicated five relevant themes that emerged through the surveys and interview: institutional preparedness, institutional awareness, institutional resources, communication, and institutional response. These major findings were found to be the perceived challenges to internationalization at the institution.

Limitations of this study included (a) self-reported data that may not be an exact representation; (b) solely one institution included in the research; (c) low participation rate; (d) international students primarily from Saudi Arabia; and (e) the researcher used a convenience sample. The study revealed that further research in the areas of institutional preparation and institutional training for faculty and student affairs practitioners/staff would be beneficial.

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I dedicate my work to God, my family, mentors, coaches, professors and those who believed in me when I did not believe in myself. I thank my grandmother. She would recite, “It Couldn’t Be Done” by Edgar Albert Guest, to encourage me. She would always say, “Somebody said that it couldn’t be done.” I give special thanks to my mother, who always found a way to provide. Thanks go to my father, my uncles, siblings, nieces, and nephew who always reminded me where I came from and kept me humble while I pursued my dreams. Danielle has always been my biggest inspiration. As my youngest sister, I just wanted to be someone she could look up to. I appreciate my mentors who encouraged me and showed me the path to education. I thank my coaches who gave me the opportunity to earn my education through athletics and helped me find myself in the process. Grandma, Mom, Dad, Terrell, Jasmine, Chenelle, Danielle, Uncle Bob, Mr. Howard-Muhammad, Mr. Williams, Coach Page, Coach Fairchild, Coach Goodridge, Coach Hill, this is for all of them. I did it Grandma. I did the thing that they said could not be done.

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CHAPTER I

INTRODUCTION

Background of the Study

Internationalization has been a powerful force within higher education during the past few decades. Internationalization involves the recruitment of foreign students, simultaneously integrating an international/intercultural dimension into the functions and purpose of an institution, generating institutional revenue while building an international reputation in the process. International students studying at U.S. colleges and universities contributed \$36.9 billion and support 450,266 jobs to the U.S. economy (NAFSA, 2016). According to the National Association of Foreign Student Advisors also known as the Association of International Educators (NASFA); in 2016-2017, in the Southeastern region of the U.S., 21,510 international students who were enrolled in colleges and universities, financially contributed \$747 million to the economy and supported 10, 218 jobs. “Yet, in spite of the powerful influence of the global context, local realities of wealth, language, academic development, and other factors all affect the extent to which institutions are motivated and able to internationalize” (Association of International Education Administrators, 2012, p. 3).

Institutions of higher education aim to create learning environments on campus conducive to the success for all students while also providing them with their basic needs. According to Maslow’s Hierarchy of Needs, students have five basic needs. They

include, physiological needs (air, water, food, shelter, sleep), safety needs (security, resources, employment), a sense of belonging/love (friendships, healthy relationships and connections); esteem (respect, recognition, status, freedom), and a need for self-actualization (reaching goals and becoming the best version of one's self). Many of these essential needs and services are provided through student affairs practitioners and the faculty in higher education. International cooperation can be seen in higher education through professional organizations that have incorporated internationalization into their activities and membership such as NASFA, the National Association of Foreign Student Advisors also known as the Association of International Educators. "Student networks, university and rectors' conferences, administrators' and practitioners' associations, scholarly networks, and quality assurance and accreditation bodies all figure into this discussion" (Association of International Education Administrators, 2012, p.18). At many host institutions around the country, faculty and student affairs practitioners have the most contact with international students from their matriculation through their graduation. Therefore, faculty and student affairs practitioners can have the biggest impact on international students' educational experience while attending a higher education institution. This descriptive mixed methods case study of faculty and student affairs practitioners' perceptions will determine challenges to internationalization at a Historically Black College/University in the Southeast United States by examining challenges affecting international students', on-campus internationalization preparation, differentiated instruction for international students, the office of international student affairs staff support, international student advisement and global sensitivity training.

Institutional Responses to International Student Challenges

We base the validity of our profession on the notion of developing not just a student's academic experience but also his or her out-of-classroom experience (Magolda & Magolda, 2011, p. 8). Faculty and student affairs practitioners offer support for students through teaching, program development and implementation, advisement, emotional and psychological support all in an effort to enhance the student's educational, social and academic experience. Faculty and student affairs practitioners strive to create learning environments conducive to success for all at their institution. "While there is considerable investment and effort devoted to attracting international students, far less attention is paid to the experiences of international students once they arrive at the host institution" (Cho, 2009, p. 2).

Some international students face obstacles that differ from domestic students in pursuit of their education. "A vast body of literature indicates that these students experience a process of acculturation that is complex, dynamic, and multidimensional, and often characterized by feelings of isolation, confusion, frustration, and a great deal of stress" (Gómez, Urzúa, & Glass, 2014, p. 4). Some institutions of higher education face the responsibility of integrating international and intercultural perspectives into students' educational (outside the classroom) experience through campus-based initiatives, programs and activities in addition to international academic (in-class) experiences. "All members of institutions should be made aware of the added challenges that international students face as well as institutions' responsibilities in creating a welcoming climate for all students, especially international students" (Cho, 2009, p. 3). Higher education faculty

and student affairs practitioners are often charged with this task through teaching and advising, research, various campus activities and events, intercultural/international programs, residential life, dining services and internships. “These strategies can include the intercultural and international dimension in the teaching/learning process, research, extracurricular activities, relationships with local cultural and ethnic community groups, and integration of foreign students and scholars into campus life and activities” (Association of International Education Administrators, 2012, p. 34).

Historically Black Colleges and Universities (HBCUs)

A large majority of the international student population at Hillman College comes from Saudi Arabia, but there is a smaller number of international students from the Caribbean as well as some students from Asia and Africa that attend the institution. “Identity centers are one institutional response to helping students cope with campus climates characterized by outright hostility and subtler, but no less harmful micro-aggressions” (Magolda & Magolda, 2011, p. 16). Hillman College, over the past five years, has hosted more than 1,000 international students and currently has an international student population that is fewer than 10% of the total student body.

In America, institutions of higher education were not all created equal; they were not equally funded, equally staffed or equally prepared to deal with the ever-changing sociopolitical, socioeconomic, gender or xenophobic/racial issues and circumstances of the past. This was a form of economic and social segregation in schools that contributed to inequalities in educational outcomes throughout the United States. Historically black colleges and universities (HBCUs) were established after the Civil War to serve the

educational needs of African Americans who were denied admission to traditionally White institutions. Today, HBCUs must fulfill educational goals far beyond those initially set (U.S. Department of Education, 1991). Hillman College has used internationalization to boost the institutions' enrollment numbers while simultaneously moving their institutions forward financially, academically, socially and in some instances in athletics. With the addition of international students completely financing their education, including being provided outside resources for travel, housing, food and money for each family member, Hillman College has benefited from the social, athletic and academic talents of the international students that have attended their institutions.

How well prepared the faculty and student affairs practitioners are for the complexities of internationalization can impact international students' educational experience positively or negatively. "Few studies critically consider how institutions and individuals within these institutions may purposefully or inadvertently create a hostile climate that marginalizes international students" (Cho, 2009, p. 10). How well prepared the institution, the student affairs practitioners and the faculty are at Historically Black Colleges and Universities for the complexities of internationalization can have an impact on international student populations, but the benefits of internationalization could help HBCUs grow exponentially in many ways. This descriptive mixed methods case study of faculty and student affairs practitioners' perceptions will determine challenges to internationalization at a HBCU in the Southeastern region of the United States.

Statement of the Problem

International students face a unique set of challenges as they pursue their education at U.S. institutions. Student affairs practitioners and faculty should be aware of and able to address these challenges. The problem is determining faculty and student affairs practitioners' perceptions to the challenges to internationalization including institutional challenges and international student challenges. In terms of crafting a unifying institutional vision for internationalization, while utilizing the resources that are necessary and available to move toward the realization of this vision of internationalization, institutions of higher education could benefit from having internationalization advocates/specialist near the top of the institutional decision-making hierarchy. In the past five years, Hillman College has moved institutionally towards internationalization, the institution has an assigned student affairs practitioner in a space dedicated to serving the institutions international student population and faculty who have historically been dedicated to serving disenfranchised students. Leaders in higher education must be prepared to monitor, track and understand national and global trends in higher education, while at the same time effectively attending to the unique needs and goals of their institution and the students who attend the institution.

There has been a steady decline nationally in internationalization efforts from colleges and universities here in America. HBCUs could be a welcomed safe haven for international students who still want an American education without the fear or threat of American social oppression due to xenophobia or racism, while matriculating in an educational environment that was built to cater to their unique needs historically.

Xenophobia is described as a prejudice against people from other countries and like racism, discriminates against a people on the basis of their racial or ethnic group. According to the Association of International Education Administrators (2012), institutions of higher education are no longer including internationalization as a top priority within their strategic plans and mission statements. Historically Black Colleges and Universities could benefit from this national decline in internationalization efforts from other institutions of higher education.

This is important because after the 2016 election of President Donald Trump, his “America First” policies and continuous national tour of polarizing political rallies coupled with his administration's nationalist rhetoric have seemingly undercut the global demand for an American education. International students are no longer choosing America first as their destination for higher education. This national decline in higher education internationalization efforts could be contributed to outright student visa denials, complications and delays then again; it could be the political climate or decline in welcoming social environments that are prompting international students to enroll in schools outside the United States. According to the 2018 Open Doors report, the 2017-2018 higher education academic year, saw a 6.6% decline from the previous 2016-2017 academic year. This could be attributed to recent U.S. policies that paint an unflattering picture that foreign students are not welcome here. Historically Black Colleges and Universities could benefit institutionally; financially, socially, culturally and academically from this national decline in internationalization efforts from other institutions of higher education.

International students seeking an education in the United States of America must go through the Student and Exchange Visitor Program (SEVP) to gain access to our institutions of higher education. “SEVP certification allows institutions to issue Forms I-20, “Certificate of Eligibility for Nonimmigrant Student Status,” to prospective international students after admitting them for a course of study” (U.S. Department of Homeland Security, p. 1). Under the Trump administration, the SEVP is slated to undergo some proposed regulatory changes through 2018-2019. These proposed changes, which are just some of the aspirations of the Trump administration, may never come to fruition but include revisions to the H-1B program definition that could elevate eligibility and restrict access to the H-1B visa; H-4 employment authorization termination, which would eliminate employment eligibility for H-4 spouses of some H-B1 nonimmigrants; increases in fees for H-B1 petitions; fee adjustments for SEVP, which would increase fees that the SEVP charges individuals and organizations; and authorized stay maximums for F-1 students and nonimmigrants, which would modify maximum periods of authorized stay in the United States. These changes could affect international student interest in an American education and narrow employment-based immigration. These proposed changes could be factors that lead to the decline in international students’ decision to study and work in the United States.

Only 38 SEVP-certified schools hosted over 5,000 international students, while there were 2,828 SEVP-certified schools that hosted 1-10 international students, respectively. Hillman College in recent years has hosted more than three times the number of international students than were reported in 2,828 other SEVP-certified

schools in the United States. Hillman College has historically been a place of refuge from the tyranny of social and political oppression that has plagued this country for over 100 years for students of color. This research primarily focuses on students from Saudi Arabia because a majority of international students at Hillman College are Saudi Arabian. Over the past five years, Saudi Arabian (Muslim) students have consistently been the largest population of international students enrolled at the institution and given the social, political and xenophobic issues that students from the Middle East have faced, since the election of Donald Trump, Hillman has been a place of refuge for all students. “The majority of SEVP-certified schools hosted fewer than 50 international students and 20 percent of programs holding SEVP certification did not enroll a single F or M student” (SEVIS by the Numbers Biannual Report on International Student Trends (Rep.), 2018, p. 2). This research can empower other HBCUs to internationalize, benefiting from the lack interest from other institutions nationally to continue to focus on internationalization by examining faculty and student affairs practitioners’ perceptions at a HBCU in the Southeast United States that has successfully internationalized their campus and benefited from the decision to do so. This descriptive case study could encourage and empower other HBCUs to internationalize, benefiting from the lack interest from other institutions nationally, to continue to focus on internationalization by examining faculty and student affairs practitioners’ perceptions at a HBCU in the Southeast United States that has successfully internationalized their campus and benefited from the decision to do so.

Purpose of the Study

The purpose of this descriptive mixed methods case study was to examine how well challenges to internationalization are addressed at a HBCU, by determining the perceptions of faculty and student affairs practitioners, through (a) challenges affecting international students, (b) on-campus internationalization preparation, (c) differentiated instruction for international students, (d) the office of international student affairs staff support, (e) international student advisement, and (f) global sensitivity training. “Indeed, institutional leaders and managers may be deeply convinced of the relevance of internationalization, but for such beliefs to achieve meaningful and substantial results, an informed vision and tangible resources are necessary as well” (Association of International Education Administrators, 2012, p. 22). This case study will also encourage institutional leadership to internationalize, empower faculty and embolden student affairs practitioners at other HBCUs by examining the practices of an internationalized Historically Black College/University with an exceptional number of international students. “The most important factor in comprehensive internationalization is the faculty” (Association of International Education Administrators, 2012, p.74). This strategic commitment to shared learning for the benefit of the students, staff and student affairs practitioners can be a learning opportunity for other similar institutions to strengthen and grow their international programs and internationalize. “In this context, international educators should identify their strengths and weaknesses in a clear-eyed process of self-reflection, know the ‘invisible tapestry’ of their own institution, and continually grow in

skill, sensitivity, and judgment in leading others” (Association of International Education Administrators, 2012, p. 114).

Significance of the Study

This strategic commitment to share learning for the benefit of the students, practitioners and staff is a learning organization. In 2011, Senge defined the learning organization as an organization where people continually expand their capacity to create results, they truly desire. According to This descriptive mixed methods case study has the potential to assist faculty and student affairs professionals at HBCUs in their efforts to expand internationalization. Student affairs practitioners’ practices should coincide with mission and vision of the institution, while simultaneously taking into account the ever-changing socio-political learning environments that students endure in pursuit of their education. “In conjunction with the appropriate designation of leadership for internationalization, the international agenda requires “care and feeding” in the form of resources – financial, human, and intellectual” (Association of International Education Administrators, 2012, p. 23). This can be a challenge in today’s complex and oft-changing educational environments, where resources can be limited and the issues exasperated by competing institutional priorities.

The good news is that senior international officers and administrators who are faced with the daunting task of making sense of this complex and shifting landscape, have an increasing array of information and resources from which to draw insight and ideas. (Association of International Education Administrators, 2012, p. 3)

According to Senge (2011), this learning organization is where new and expansive patterns of thinking are nurtured and where collective aspirations are set free and where people are continually learning how to learn together. Student affairs practitioners and faculty should be able to work with all students. The faculty and student affairs practitioners at host institutions will come in contact with international students more than anyone else, once they have been admitted to the institution and therefore, they should be prepared for challenges that may arise. Faculty and student affairs practitioners can have a major impact on international students' educational experiences but they can also be an institution's informed voice towards the goal of internationalization. An institution, faculty, student affairs practitioners and students within the learning environment can be positively influenced if properly prepared for internationalization. This descriptive case study of faculty and student affairs practitioners' perceptions will determine challenges to internationalization at a HBCU in the Southeastern United States.

Research Questions

A variety of questions could be posed related to the internationalization of HBCUs, international students, and HBCU's international student populations. However, this research study was limited to the following questions:

RQ1: What are the faculty's perceptions that prepare them to address the academic needs of international students?

RQ2: What are the student affairs practitioner's perceptions that prepare them to address the academic needs of international students?

- RQ3: What challenges do faculty encounter when teaching international students?
- RQ4: To what extent do faculty feel prepared to work with international students?
- RQ5: To what extent do student affairs practitioners feel prepared to work with international students?
- RQ6: How does faculty use differentiated instruction to accommodate the needs of international students?
- RQ7: What are the perceptions of faculty regarding the institutional support available for international students?
- RQ8: What are the perceptions of student affairs practitioners regarding the institutional support available for international students?
- RQ9: What challenges do faculty practitioners encounter when advising international students?
- RQ10: What challenges do student affairs practitioners encounter when advising international students?
- RQ11: How has global sensitivity training impacted the faculty's ability to engage with international students?
- RQ12: How has global sensitivity training impacted student affairs practitioners' ability to engage with international students?

Summary

In summary, internationalization has been a powerful force within higher education during the past few decades. Some international students face obstacles in pursuit of an American education. Faculty and student affairs practitioners offer support for international students through teaching and advisement all in an effort to enhance their social and academic experience. How well-prepared faculty and student affairs practitioners are for the complexities of internationalization can impact international students. Faculty and student affairs practitioners' perceptions regarding their institutions' internationalization efforts are equally important in regard to addressing international students' needs and challenges. Faculty and student affairs practitioners can have a major impact on international students' experiences but they can assist their institution in the goals of internationalization.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter provides a summary of relevant literature relating to challenges international students in higher education. A short review of research concerning faculty advising of international students is provided. The short review is followed by a brief description of higher education initiatives on multiculturalism in higher education.

Challenges Affecting International Students

Since the terrorist attacks that took place on 9/11/2001 in America, Muslim Americans have had to deal with increases in Islamophobia, that is the hatred of, fear of, or prejudice against the religion of Islam or Muslims. At Hillman College (pseudonym), many of the international students practice Islam, identify as Muslims and come from Muslim majority nations such as Saudi Arabia. Since 2001, Muslim Americans have faced threats of violence, hate crimes, and anti-Muslim assaults that have reached record levels in recent years in the United States due to xenophobia or racism. According to the Federal Bureau of Investigation (FBI), there were a total of 7,175 incidents related to hate crimes reported in 2017 in the United States, which represents an increase of 17% from the previous year and the first consecutive three-year annual increase since 2001. In 2016, then presidential candidate Donald Trump, now the president of the United States of America, often used anti-Muslim rhetoric during his campaign. After his election,

President Donald Trump signed an executive order that barred people from Muslim majority countries from entering the United States, which was in its simplest form, a travel ban placed on Muslims and people of color from Muslim majority countries. President Donald Trump was also quoted saying “Why are we having all these people from ‘explicit-hole’ countries come here,” in reference to immigrants from Haiti, El Salvador and African countries. President Trump also shared many anti-Muslim videos on his Twitter account that has millions of followers and appointed people in positions within his administration that have expressed anti-Muslim views.

Colleges and universities are breeding grounds for political demonstrations, protest, rallies, debates and marches. During President Trump’s political rallies, there were reported incidents of violence against protesters and people of color. In 2016, there was a protester, a person of color being escorted out of a rally in North Carolina that was suckered by an attendee. Students and protesters alike where no exception to violence as they were pushed and spit on during a Trump rally at Virginia Commonwealth University, slammed on the ground at a Trump rally at Radford University in addition to 30 students of color being ejected from a Trump event at Valdosta State University, who said they were not there to protest but were still ejected from the event. After the U.S. election of President Donald Trump, his anti-Muslim rhetoric, divisive political stances, his administrations inspired anti-immigration and anti-immigrant policies have been a dominant social theme. “Underlying neo-racism are notions of cultural or national superiority and an increasing rationale for marginalizing or assimilating groups in a globalizing world” (Cho, 2009, p. 6).

Many of the international students at Hillman College are from Muslim-majority countries. Some of the countries that President Donald Trump labeled as “explicit-hole” countries are home to the international students that attend the institution. At Hillman College, a large majority of the international student population comes from Saudi Arabia and other Middle Eastern majority Muslim countries. “Inaccurate assumptions, coupled with the steady increase of international enrollment all over the U.S., have resulted in a number of racial incidents targeting international students” (Yung-Hwa, 2012, p. 2).

Institutions of higher learning permit student lead rallies, at times culturally insensitive speeches, marches and demonstrations all across the nation but what of the impact of such dissention after the rallies and marches have ended on campus? “A recent study by Shideh Hanassah at UCLA, in which she surveyed 640 international students, found that discrimination also extends to these students’ interactions with professors, university staff, classmates, potential employers, and the larger community” (Yung-Hwa, 2012, p. 3). For example, there is the case of Milo Yiannopoulos, the infamous author and journalist known for his political association with the “alt-right” and the antagonizing of others based on their race, gender/identity, political views and religion, who was allowed to be a guest speaker at the University of California at Berkeley’s (UC Berkeley) “Free Speech Week” in 2017. UC Berkeley’s “Free Speech Week” was a student lead four-day festival by a conservative “alt-right,” student organization on campus.

Historically, the University of California at Berkeley (UC Berkeley) was one of America’s first most diverse institutions, hosting a large Asian student population. In the 2017-2018 school year at UC Berkeley, there were over 4,000 Asian Americans admitted

to the institution which was approximately 43% of the incoming class. However, as diverse as UC Berkeley is and has been, the institution still allowed a student organization on campus to organize “Free Speech Week,” which was a planned week of scheduled alt-right speeches or extremely conservative or reactionary viewpoints embraced by some white supremacist and white nationalist. The Chancellor at the University of California at Berkeley (UC Berkeley), Carol Christ, had doubts about “Free Speech Week” but in her position as Chancellor of the public institution, it was her required duty to follow policies that possibly did not coincide with the values of the institution. Following missed deadlines by the sponsoring student organization, “Free Speech Week” was eventually cancelled but the total institutional cost of the cancelled festival was \$800,000. UC Berkeley wasted an extraordinary amount of human capital, institutional resources, time and money to show the university’s willingness to accommodate conservative speakers and student-sponsored programs. “While it is imperative that we help students avoid dangerous risks, it is just as crucial that we encourage risks that promote positive learning and development” (Magolda, 2011, p. 110).

In addition to the “Free Speech Week” incident at UC Berkeley in California, a night of protesting lead by alt-right supporters and sympathizers ended in bloodshed later the same year. The protest, which started with marching, chanting and Nazi salutes, escalated into murder. White nationalist marched on the University of Virginia and clashed with counter-protestors. These political demonstrations are not always free of violence as the nation observed in Charlottesville, Virginia, last year after James Fields

(White nationalist) drove his vehicle into a crowd of counter-protestors at the white supremacist lead “Unite the Right” rally killing a woman. He was charged with a hate crime. “As of March 5, 2018, there were 8,744 SEVP-certified schools in the United States, resulting in 28 fewer schools than March 2017” (SEVIS by the Numbers Biannual Report on International Student Trends (Rep.), 2018, p. 1).

On-Campus Internationalization Preparation

Wu, Garza, and Guzman (2015) outlined the challenges and issues with adjusting to college for international students around the world. In their research, internationalization and globalization are factors that must be embraced in higher education. The authors spoke of the value of embracing internationalization in our colleges and universities. There are numerous benefits that the institution, faculty, staff and scholars receive from the international students’ presence. If HBCUs use technology to prepare and promote inclusive campus learning environments by training the faculty and student affairs practitioners/staff on the best practices for internationalization, international students’ needs should be addressed and some of their challenges alleviated in the process.

If Historically Black Colleges and Universities are able to showcase their prepared, attentive and socially aware student affairs practitioners coupled with their vibrant learning communities produced in part by the faculty and educational leaders, the international student population should grow as their needs are being assessed and addressed institutionally. If HBCU’s are able to connect the institution to the global education market through the use of technology, international students as well as the staff

and faculty will benefit from the interaction, enhanced communication and engagement in addition to the implementation of global sensitivity training.

“The proliferation of information can be attributed to advancements in information technologies, but the dramatic upswing in recent years in coverage about international higher education issues is perhaps more important” (Association of International Education Administrators, 2012, p. 5). With advancements in technology (social media platforms, digital media, social networking, online training, global/international seminars on internationalization), institutions are able to create a greater global sense in higher education. Institutions of higher education are able to connect to the world and broader themes through the use of technology. “Indeed, where there is internet access, information about developments in the internationalization of higher education in one location seems to be widely and nearly instantly available almost everywhere else” (Association of International Education Administrators, 2012, p. 4). Historically Black colleges and universities could benefit as safe spaces for international students in America, if these institutions, the faculty and student affairs practitioners are properly prepared for the impact of internationalization and use technology to promote on-campus internationalization efforts.

The research by Gómez, Urzúa, and Glass’ (2014) on international students’ adjustment to college is based on these students’ unique, complex and dynamic experience in higher education. International students that enter higher education in the United States must face the multifaceted experience of acculturation. International students must also learn to establish new relationships in their new environments. These

students must also learn to adjust to their new environments but these adjustments are often difficult if the international student has issues communicating. The inability to communicate can cause international students to feel isolated, frustrated, confused and stressed. Through the use of social media and other technological resources (translators, interpreters and speak to text technology), HBCUs could connect to the global market for increasing their international student enrollment. These institutions will also have an opportunity to showcase/broadcast their ability to connect international students with domestic students, staff/student affairs practitioners, faculty, the curriculum and the community through the use of technology, if the institution is prepared.

Differentiated Instruction for International Students

Motivated by both institutional and national agendas, there is increased interest in internationalizing postsecondary curriculum. Working with international students requires differentiated instruction and many modifications on assignments such as criterion-referenced test (CRT) and assessments that are designed to measure students' performance against predetermined learning standards (what students are expected to know and be able to do). This institutional internationalization includes promoting global competitiveness (nationally, politically and economically) while holding onto linguistic and cultural heritage, increasing inclusiveness and comparative thinking for students living in a multicultural world. Internationalized curriculums are curriculum with an international orientation. An internationalized curriculum is meant to encourage new ways of thinking and learning. An example of an internationalized curriculum would be relating course work and assignments to their home country rather than having

international students focus solely on American themes within their coursework. The content is designed for both domestic and foreign students and is meant to prepare students to perform socially or professionally in an international and multicultural context. Using differentiated instruction coupled with CRT allows instructors to evaluate whether students have learned the required knowledge or acquired the required skills necessary for matriculation/graduation.

Zhao, Kuh and Carini's (2016) research focused on effective educational practices such as creating inclusive learning environments that promote diversity and exposing scholars to perspectives that challenge their assumptions. The researchers asserted that campus diversity is essential for all students to grow and learn how to effectively work with other people from different cultures and backgrounds. In addition to an internationalized curriculum, through the use of intrusive advisement, student affairs practitioners can create blossoming learning environments conducive to success for all students. "Intrusive advising involves intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence" (Varney, 2007, p. 4). This research illuminates my topic because it deals with the best practices at institutions of higher learning when serving international students. The authors acknowledge the importance of international students on American campuses, as these students bring diversity to campuses while offering American students an opportunity to learn and grow to respect others from different cultures.

Office of International Student Affairs Staff Support

Not all areas of an institution are friendly to international students. Hillman College has an office dedicated to international students, coupled with a student affairs practitioner and staff, support to help alleviate some of the challenges that the international students may face while matriculating at the institution. “The challenge for an SIO is to collaborate with colleagues on their home campus and with representatives of government agencies; regional, national, and international organizations; and colleagues at partner institutions around the world” (Association of International Education Administrators, 2012, p. 237). A SIO is a senior international officer responsible for providing relevant, unbiased and accurate information to the institution to help make effective institutional decisions. “Cultural self-awareness is the foundation for intercultural competence because understanding one’s own culture makes it easier to recognize other cultural practices, anticipate where cultural differences are greater, and thus be prepared for those cultural challenges” (Association of International Education Administrators, 2012, p.123). Senior international officers bring such values as cross-cultural sensitivity, professionalism, academic and ethical behavior, integrity and international experience to their institution.

“International educators know they must support programs that encourage the development of intercultural competences in students and in faculty and staff colleagues” (Association of International Education Administrators, 2012, p.123). McRae’s (2016) research examined how Historically Black Colleges and Universities can recruit, retain and graduate international students through social integration and acculturation practices.

McRae suggested that these practices will not only improve the academic, social and overall wellbeing of international students, but these practices will also improve the HBCU itself by improving its' educational value. McRae's research directly addressed the need for robust international student affairs programs at all institutions (especially HBCUs) wishing to infuse and improve the overall quality of the institution through internationalization efforts. These efforts can be improved with the employment of an SIO at host institutions.

International Student Advisement

“Globally today, stakeholders both inside and outside higher education, and whatever field of study, increasingly expect evidence that a certain level of learning has in fact taken place” (Association of International Education Administrators, 2012, p. 124). Assessment is required for this evidence to be produced. For faculty, this means measuring the effectiveness of the professors at the institution. This is often done through student evaluations and reviews. The assessment focuses on student learning and campus internationalization. “SIOs must be familiar with both of these streams of assessment since they impinge directly on their work and the ultimate justification for their role as educators” (Association of International Education Administrators, 2012, p. 125).

Student affairs practitioners affirm the whole student. Higher education institutions are not equally funded, staffed or prepared to deal with the ever-changing sociopolitical, socioeconomic challenges and circumstances that some international students endure in pursuit of their education. However, societal issues can persist for international students whether in the classroom, on campus or in the community. As

student affairs practitioners, we should be prepared to help address some international student challenges on our campus and in the learning environment. “Regardless what we call it, real accommodations are about an attitude of equality” (Magolda & Magolda, 2011, p. 9). Institutions of higher education could better support international students by preparing, empowering and providing student affairs practitioners with knowledge through training that assist in their daily interactions with international students. “The current movement toward global learning assessment rest on prospects for statistically measuring changes in student knowledge, skills, and attitudes” (Association of International Education Administrators, 2012, p. 125).

Faculty Advising of International Students

Through the research of several authors, it has been demonstrated that college student retention is a function of academic preparation. Other factors include the students’ ability or inability to adjust to their collegiate environment, their ability or inability to maintain the institutions academic requirements throughout their matriculation and other outside influences (cultural, social, socioeconomic and academic). Faculty must be prepared to intrusively advise all students but especially international students whose voices can go unheard. The faculty should encourage open and honest dialogue with students about issues that affect them. “This includes a focus also on students learning how to participate in civil discourse, relational dialog as valued contributing members of a community and also a value of analytical and critical thought of what goes on around them” (Benjamin & Hamrick, 2011; Kelly-Woessner & Woessner, 2011, p. 15). As faculty and student affairs practitioners; we should be

supportive, we should be aware and our institution should be prepared for internationalization.

In 2012, Robert's research on International Student Affairs and the "Path of Flames," involved his experience of traveling around Ireland by walking with a donkey and a cart. While on his journey, he realizes the importance of kindness. While on this journey, Roberts was confronted by his internal fears (fears that many people have when placed in a new environment or a foreign situation). Roberts realizes the importance of student affairs possessing an international component and the impact that those working in student affairs can have on international students. The faculty when effective grapples the most complicated issues while integrating theories with the best practices. This mixed methods case study of faculty and student affairs practitioners' perceptions will determine challenges to internationalization at a HBCU in the Southeast United States by examining challenges affecting international students' on-campus internationalization preparation, differentiated instruction for international students, the office of international student affairs staff support, international student advisement and global sensitivity training.

Global Sensitivity Training

In 2014, P. E. Jackson wrote about factors that predicted academic performance and intention to persist for successful students of color. The purpose of his study was to better understand factors that contributed to the successful bachelor-degree attainment of African-American and Latino students.

This study used quantitative methods to examine the relationship of campus climate, institutional satisfaction, and academic adjustment with the academic

performance and the intention to persist in college for African-American and Latino students at traditional four-year colleges in the U.S. (Jackson, 2014, p. 82)

The results of Jackson's research identified the significance of: (a) Felt Discrimination on Campus; (b) Academic Self-Efficacy; (c) Sense of Belonging; and (d) Institutional Satisfaction, as factors that affected academic performance and intentions to persist for respondents. The study suggested that institutions of higher learning must understand and accept the needs of their minority students; that African American and Latino students have unique needs; needs very similar to those of the international student population and addressing those needs and expectations will increase these students' satisfaction, academic performance, and retention in their schools.

In 2011, Close focused his research on the experiences, learning styles and expectations of international students in higher education. Close's research is beneficial to my descriptive case study because his research opens the readers mind to the thoughts and voices of international students, their expectations versus their experience and their learning styles versus how they are being taught. Institutions of higher education should strive to provide services through faculty and student affairs practitioners for international students that benefit the student holistically. International students face a unique set of issues that many institutions must prepare for if they wish to introduce their campus to internationalization. The ability to identify the educational/academic needs of international students while addressing their social needs is vital for their success at an institution. Close's research is linked to this case study because it makes a connection

between what is required in higher education internationalization for the academic, social and institutional success of international students.

Korobova's research emphasized the need to serve, retain and graduate international students at our institutions of higher education. The importance of programs and services that are both effective and engaging are vital for international student success. Korobova research focused on the effectiveness of student engagement, satisfaction and academic success of international students and American students. The research reiterates the connection between student engagement, student satisfaction and academic success of international students. This research ties directly into higher education internationalization, student affairs practitioners, faculty and the relationship between engagement and student success. If the institution is prepared to internationalize, which includes being knowledgeable of the potential institutional challenges to internationalization; the faculty and student affairs practitioners are aware of these challenges and the potential challenges that international students may face, then the institution, faculty and student affairs practitioners should be able to properly engage these students and help them succeed academically and socially.

"Leaders at this level are change agents not just in the arena of international education or the broader arena of internationalization, but for higher quality of education for the entire academic institution" (Association of International Education Administrators, 2012, p. 127). Global sensitivity training targets student affairs practitioners and faculty; it looks to alleviate issues that are common amongst international students at host institutions. "Striving to produce global competence, or a

sense of civic responsibility that extends beyond the local or even national level, is now explicit in the mission and strategic planning documents of countless higher education institutions” (Association of International Education Administrators, 2012, p.15). The objective of global sensitivity training is to make a positive impact on campuses and communities across the nation by preparing student affairs practitioners, equipping them to handle conflicts responsibly and resolve issues respectfully (culturally, socially and economically) in their daily interactions with students but especially international students. International students travel from all around the world to pursue their education in America. “Aside from Antarctica, F and M students come from every continent in the world, with more than 229 countries and territories represented in the U.S. academic community” (SEVIS by the Numbers Biannual Report on International Student Trends (Rep.), 2018).

In addition to global sensitivity training, institutions of higher education can use social media as a way to promote internationalization to increase international student enrollment, global visibility and student mobility. “Student mobility is a part of a global phenomenon of increased mobility of people for economic opportunity, political and economic security, cross-border trade, migration” (Association of International Education Administrators, 2012, p. 379). This growth in student mobility can be attributed to the ability of governments (domestic and foreign) and the work of higher education entities to provide opportunities for their citizens. There are many factors that contribute to the demand for an international education. Students’ choice destination of study can be attributed to factors that include the location of the institution, cost and the quality of the

institutions' programs, as well as linguistic and geographic connections between the student's home and the destination country.

Summary

Some international students face challenges in pursuit of their education. It is imperative that institutions that wish to internationalize are prepared this oft-daunting task and it is equally imperative that the faculty and student affairs practitioner are prepared for internationalization. If HBCUs are able to connect their institution to the global education market through the use technological advances, international students will benefit from the interaction and advanced engagement. It is up to the institution, the faculty and the student affairs practitioners to help alleviate some of the issues that are common among international students at their institution.

CHAPTER III

THEORETICAL FRAMEWORK

Introduction

This chapter explores the theories this research utilized to undergird the study and help explain the perceptions of faculty and student affairs practitioners at a HBCU. A descriptive case study is the development of an in-depth description and analysis of a case; it also provides in-depth understanding of the case by drawing from disciplines such as psychology, science, law and medicine. This descriptive case study is a developing detailed analysis of a case involving a Historically Black College/University. The research presented draws mostly upon the field of educational psychology and is intended to determine the relationships between challenges to internationalization and the perceptions of faculty and student affairs practitioners at a HBCU in the Southeastern region of the United States.

This descriptive mixed methods case study investigated challenges to internationalization (the dependent variable) and the perceptions of faculty and student affairs practitioners through variables (the independent variables) which include (a) challenges affecting international students, (b) on-campus internationalization preparation, (c) differentiated instruction for international students, (d) the office of international student affairs staff support, (e) international student advisement, and (f) global sensitivity training. The factors were selected in order to determine challenges

to internationalization. The purpose of this descriptive case study was to examine student affairs practitioners' perceptions by exploring the six factors at a HBCU in the Southeast region of the United States. This research used a theoretical framework of theories to determine challenges to internationalization by using a descriptive case study of faculty and student affairs practitioners' perceptions to address these challenges; (a) Bennett's (1993) model of intercultural sensitivity and (b) Vygotsky's social development theory.

Theories/Relationship Among Variables

A portion of each theory was used to explain how the dependent variable, challenges to internationalization, interfaces with the six independent variables which include (a) challenges affecting international students, (b) on-campus internationalization preparation, (c) differentiated instruction for international students, (d) the office of international student affairs staff support, (e) international student advisement, and (f) global sensitivity training. Each independent variable is connected through Bennett's (1993) model of intercultural sensitivity and Vygotsky's (1978) social development theory. These theories unite to create a framework for better understanding the context of this study. Table 1 illustrates the connections between the theorist (Bennett and Vygotsky), the theorists' theory (Bennett's intercultural sensitivity and Vygotsky's social development) and the variables chosen for the research. Table 1 illustrates the connection between the theorist, theories and independent variables.

Table 1

Dependent Variable: Challenges for Internationalization

Theory	Theorists	
	Bennett <i>Intercultural Sensitivity</i>	Vygotsky <i>Social Development</i>
On-Campus Internationalization Preparation	★	★
Differentiated Instruction for International Students	★	★
Office of International Student Affairs Staff Support	★	★
International Student Advisement	★	★
Global Sensitivity Training	★	★

Intercultural Sensitivity

Milton J. Bennett's (1993) Development Model of Intercultural Sensitivity (DMIS), states... "The DMIS describes the perspectives and behaviors in the face of cultural difference, and outlines a 'continuum' of increasing cultural awareness, understanding, and adjustment" (p. 22). Bennett outlined personal growth and development that includes both ethnocentric stages and ethno-relative stages. Ethnocentrism is defined as a worldview that puts one's own culture as central to reality. The three stages of ethnocentrism include: a denial of cultural differences which includes isolation from experiencing difference and separation from cultural differences to protect one's worldview of the importance of their own culture; defense against others cultures/cultural differences which includes denigration against other cultures, a superior view of one's own culture to other cultures and reversal which highlights one's adopted

culture being superior to one's original culture and; minimization which minimizes cultural differences through physical universalism (shared physical characteristics) and transcendent universalism (shared universal values). The three ethno-relative stages include: acceptance, which is respect for behavioral and values differences between cultures; adaptation, which includes empathy and pluralism (internalizing more worldviews) and; integration of cultural differences, which includes contextual evaluation (conscious chooser of alternatives) and constructive marginality (reality/identity not based on one's own culture).

The DMIS describes the perspectives and behaviors in the face of cultural difference and outlines a "continuum" of increasing cultural awareness, understanding, and adjustment. The perceptions of the faculty and student affairs practitioners on the challenges for internationalization (the dependent variable) and connects all six independent variables to the DMIS because of the continuum of increasing cultural awareness, understanding and adjustment that takes place through each variable. By the faculty and student affairs practitioners actively addressing challenges affecting international students' and encouraging the institutional implementation of campus wide internationalization preparation shows a "continuum" of increasing cultural awareness, understanding, and adjustment. The faculties' use of differentiated instruction for international students and by Hillman College, providing a central office for international staff support for international students, this shows a "continuum" of increasing cultural awareness, understanding, and adjustment.

In addition to Hillman College providing international students with senior international officers/international student specialist, the institution also has well trained faculty to provide advisement services and differentiated instruction to international students which also shows a “continuum” of increasing cultural awareness, understanding, and adjustment by the institutions, faculty and student affairs practitioners. Furthermore, institutional global sensitivity training for the faculty, student affairs practitioners and staff to further prepare them to alleviate challenges faced by international students to promote international student's success shows a “continuum” of increasing cultural awareness, understanding, and adjustment. The student affairs’ practitioners’ efforts throughout the year to ensure that international students are successful socially and the faculties’ efforts to ensure international students are successful academically shows a “continuum” of increasing cultural awareness, understanding, and adjustment. It is in the faculty and student affairs practitioners’ preparation, efforts to increase understanding, efforts to increase cultural awareness and adjust, efforts to support and to ensure undergraduate international students graduate that we make the connection to the DMIS.

Social Development

Social interaction plays a vital role in the development of cognition. In 1978, Lev Vygotsky (1978) developed the “Zone of Proximal Development” (ZPD): a level of development attained when children engage in social behavior. Vygotsky’s theory is a key component of situated learning theory. Vygotsky himself said that learning is more than the acquisition of the ability to think; it is the acquisition of many specialized

abilities for thinking about a variety of things. Vygotsky's focus was on cognitive development. According to Vygotsky's theory, social interaction plays a vital role in the development of cognition. Vygotsky's theory overlaps with the perceptions of the faculty and student affairs practitioners on the challenges for internationalization (the dependent variable) and interfaces with all six independent variables. This mixed methods descriptive case study sought to examine challenges to internationalization through (a) challenges affecting international students, (b) on-campus internationalization preparation, (c) differentiated instruction for international students, (d) the office of international student affairs staff support, (e) international student advisement, and (f) global sensitivity training, in relation to faculty and student affairs practitioners' perceptions.

Social interaction plays a vital role in each variable because if international students do not engage with the faculty, there is little room for the development of cognitive growth. The same holds true in higher education, if student affairs practitioners are not effectively interacting and engaging in meaningful conversations with international students; how will they begin to understand the challenges international students face in and out of the classroom? If social interaction plays a vital role in the development of cognition and the faculty or student affairs practitioners are not engaged in internationalization preparation process with the institution, how prepared will the institution, faculty or the student affairs practitioner be to address the institutional challenges to internationalization or the unique challenges that international student face?

There must be effective interactions and meaningful engagement between the international students and the faculty/student affairs practitioners and the institution.

If international students are not meaningfully interacting and engaging with the faculty, how will they receive the differentiated instruction to assist them through the course material or to help them better understand the assignments and assessments provided by the faculty? The connections between the variables and Vygotsky's (1978) theory of social development are evident in the research. Without interactions between the student affairs practitioners, faculty and international students on campus, there will be many less powerful versions of student affairs practitioners and international students on campus who cannot utilize each other's efforts to grow and learn together. The connections between the variables and Vygotsky's Theory of Social Development are evident in the research through social interactions between the institution, the faculty and student affairs practitioner that are paramount to the success of internationalization and the success of the international students attending the institution.

Definition of Variables

This section lists the definitions of terms that were used within this descriptive case study.

Dependent Variable

Challenges to Internationalization: Challenges are defined as (perceived or actual) obstacles impeding the process of internationalization at an institution.

Internationalization is the process of making an institution international (recruiting, enrolling, supporting and graduating international students). Challenges to

internationalization include but are not limited to lack of communication between the host institution faculty and student affairs practitioners in the process of internationalization; ineffective communication of the needs of international students within the institution from faculty and student affairs practitioners; negative perceptions towards internationalization of individuals within leadership positions at the host institution; a nationwide environment of negative perceptions socially, politically and academically towards internationalization and international students including xenophobia, racism, nationalism and Islamophobia.

Independent Variables

Challenges Affecting International Students: Challenges are defined as (perceived or actual) obstacles impeding international students; something needing great effort to be completed, impeding one's education/educational environment. Some of these challenges are political, social and academic for international students. This includes a nationwide environment of negative perceptions; the increase of hate crimes, political policies aimed at impeding international students' academic process by limiting their ability to travel to the country; national negativity towards globalization, internationalization and international students including racism, nationalism and Islamophobia.

On-campus Internationalization Preparation: Internationalization preparation is defined as an institutional process of being made ready for internationalization campus wide (administrators, faculty, and staff and student's preparation). This on-campus internationalization preparation includes a process of preparing the faculty, student affairs

practitioners and staff for challenges that can affect the international student population; cultural sensitivity training/global sensitivity training; student affairs practitioners and faculty being aware of and able to address international student challenges and the institutional challenges to internationalization and other strategies that include the intercultural and international dimension in the teaching/learning process.

Differentiated Instruction for International Students: Differentiated instruction is defined as an educational strategy/tool/philosophy for effective instruction, teaching and advising used by student affairs practitioners (faculty and student affairs practitioners) for international students. The purpose of this differentiated instruction is to provide an effective range of educational avenues for understanding new information, processing ideas and developing understanding so that international students can learn and be assessed properly in and out the higher education classroom.

The Office of International Student Affairs Staff Support: The Office of International Student Affairs Staff Support is defined as a central location for student affairs practitioners who work with international students to support and encourage student learning inside and outside of the classroom. This office is meant to assist in the alleviation of challenges faced by international students. This can include assisting in the alleviation of challenges international students may face socially, politically and educationally, in addition to the intercultural and international dimensions of higher education and the society which international students live in while obtaining their education.

International Student Advisement: International student advisement is defined as International student support at the institution academically by the faculty.

International student advisors/International student affairs practitioners are those who specialize in supporting international students socially from their very first day at the institution throughout their matriculation and finally their graduation. International student advisors are International student affairs practitioners who provide social services such as career counseling/advising, institutional support, political advisement and support, as well as immigration advisement services in an effort to support the international student population from their admission to their graduation at the institution.

Global Sensitivity Training: Global sensitivity training is defined as a form of institutional/campus-wide training for individuals who will come in contact with international students. This campus-wide training is provided by the institution to the faculty, student affairs practitioners and staff in an effort to make these individuals more sensitive to the needs of international students. Global sensitivity training provides, prompts and promotes faculty and student affairs practitioners increased cultural awareness and in-depth understanding of international student challenges. This global sensitivity training also aims to effectively improve interactions/communication with the international student population by giving faculty and student affairs practitioners a better understanding of some of the national, cultural, social, political and academic challenges international students face in a multicultural learning community. This is further defined as a tool to connect the institution with international student challenges, promoting international interest in the institution; a dedicated training tool providing information

about international political issues, national policies, academic/social programs aimed at alleviating international student challenges, and used to promote the institutions international/internationalization interest; promoting the institutions future endeavors in internationalization, intentions and accomplishment in the global community. This is a tool for global engagement between the institution, faculty and student affairs practitioners with international interest as well as a communicative tool for promoting international student's interest in attending the institution.

Summary

This chapter explored literature that focused on the context of the study. Theories and variables have been discussed, defined and connected. The research investigated the perceptions of faculty and student affairs practitioners on the challenges to internationalization through variables which included: (a) challenges affecting international students, (b) on-campus internationalization preparation, (c) differentiated instruction for international students, (d) the office of international student affairs staff support, (e) international student advisement, and (f) global sensitivity training. It is through an institution's readiness, the faculty and student affairs practitioners' preparation and the shared common goal of internationalization that an institution will be able to successfully address international student challenges and institution will be able to internationalize.

CHAPTER IV

RESEARCH METHODOLOGY

Research Design

The qualitative approach chosen for this research was a mixed method descriptive case study. The basic idea in a case study is to select a case and describe how the case illustrates a problem or issue (Creswell, 2016). A descriptive case study is the development of an in-depth description and analysis of a case; it also provides in-depth understanding of the case by drawing from disciplines such as psychology, science, law and medicine. A descriptive case study is the study of an event, an activity, program or multiple individuals. By using multiple sources such as interviews, observations, and surveys, a descriptive case study analyzes data through a description of the case and emerging themes. Case studies are an extensive and in-depth analysis of a case. The author/researcher identified the case in order to provide insight into the issue. The researcher produced surveys and conduct interviews of faculty and student affairs practitioners who work at the HBCU. Once the researcher has completed these tasks, the case study becomes a case. “The analysis of multiple sources of information results in this detailed description of the case, followed by the themes that emerge from the data, and generalizations (or assertions) about the case” (Creswell, 2016, p. 265).

For this descriptive mixed methods case study of the perceptions of faculty and student affairs practitioners on the challenges for internationalization at a HBCU in the

Southeastern United States, data were collected using multiple techniques. Data were collected using various sources such as: surveys for faculty and student affairs practitioners, interviews of faculty and student affairs practitioners at Hillman College in the Southwest United States. Some interviews were conducted face-to-face and others were conducted using technology sources such as Zoom, Apple's Facetime or Skype, which are approved protocol techniques/approaches to ask questions and gain insight into the perceptions of faculty and student affairs practitioners related to the challenges of internationalization at the institution. Participants were informed that they are being recorded. Participants in this descriptive case study were employees of Hillman College (see Appendix A).

Description of the Setting

The data were collected from a HBCU in the Southeast United States. Hillman College, over the past five years, has hosted more than 1,000 international students. Hillman College currently has an international student population that is fewer than 10% of the total student body. Hillman College is a university, with more than 3,500 undergraduate students enrolled and an endowment well below \$50 million.

Hillman College is located in an urban city. The institution is located near popular businesses, restaurants, hotels, primary and secondary schools, tourist attractions, historical sites and other amenities that provide liaisons with the local community. This institution partners with local cultural and ethnic organizations. Hillman College simultaneously provides internships, volunteer opportunities, research opportunities and placements within these organizations for their students. The institution is in close

proximity to various religious centers and benefit from a well-established public transportation system (access to major railways, airports multiple highways and freeways). The institution participates in global leadership development programs and provides their students with opportunities to study abroad. Student mobility is key feature of both these institutions. Student mobility refers to the outward and inward flow of domestic (outward) and international (inward) students engaging in educational opportunities abroad and in the United States.

Hillman College has been in existence for over 100 years. Many of the international students at Hillman College are students of color who come from Muslim-majority countries, the Caribbean and many African countries. At HBCU “A,” a large majority of the international student population comes from Saudi Arabia but there are a smaller number of international students from the Caribbean’s as well as some students from Asia and Africa that attend the institution.

Sampling Procedures

This study focused on the faculty and student affairs practitioners from a Historically Black College/University in the Southeast United States. The researcher conducted one survey one of a senior student affairs practitioner at the institution in the Fall semester of 2019. The projected sample size for the surveys was 60 participants upon completion and return of the document (i.e., through the use of Survey Monkey) but only 15 participants completed the surveys. The sample size for the interviews was five and consisted of one interview per faculty, in three of the most popular academic programs at the institution and two student affair practitioners, but only one student affairs

practitioner completed the interview. Convenience samples were used to gather participants that were available and willing to participate in the study. A purposeful sample was used to allow the researcher to select from available participants.

Working with Human Subjects

The data gathered from this study remained confidential. The informed consent form required the participants (faculty and student affairs practitioners) to sign the form before proceeding with the surveys or interview. The participant's identity remained concealed as the instruments did not ask names or any other information that could directly link participants to the study. Participants who agreed to complete the survey were provided a form at the end of the survey in order to schedule the purposed interview. Confidentiality required acceptance by making known the participants willingness to participate in the study by indicating that the participant agreed to participate and was aware of the research conditions.

Instrumentation

For this study, multiple data sources were used. The researcher conducted two separate surveys; one for the faculty and the other for the student affairs practitioners at the institution from the Spring/Fall semesters of 2019. The researcher conducted one interview with a student affairs practitioner who agreed to participate in the interview process after completing the survey provided. The researcher conducted an interview with a senior student affairs practitioner at the HBCU. The projected sample size for the surveys was around 60 participants upon completion and return of the document (i.e., through the use of Survey Monkey) but there were actually 15 total participants.

The sample size for the interviews was 5 which consisted of one interview per faculty in three of the most popular academic programs (i.e., business, science, technology, engineering, and math [STEM], and education) at the institution and two student affairs practitioners, but the actual number of participants was one student affairs practitioner. Surveys and interview instruments were developed by the primary researcher and members of the dissertation committee. Validity required that participants were asked the same interview questions (faculty and student affairs practitioners have different albeit similar survey questions). Statements on each variable were rated using the five-point Likert scale: (a) strongly agree, (b) agree, (c) uncertain, (d) disagree and (e) strongly disagree. The surveys were conducted using Survey Monkey (online survey source).

The interview was conducted via Zoom (an online video communication source) as approved by the administration. The objectives of the interview were to conduct a semi-structured, open-ended interview of less than 25 questions. The researcher did not expect a response rate of higher than 25%. The researcher planned to interview faculty and student affairs practitioners but only one student affairs practitioner participated in the interview. The interview was audio taped and transcribed. Participants were emailed copies of the interview if requested. The participants were informed that they were being recorded prior to the interview through the Statement of Consent.

Participants/Location of Research

This study focused only on faculty and student affairs practitioners currently employed at the HBCU in the Southeastern region of the United States during the 2019

(Spring/Fall) academic year. The researcher used the proper channels to gain access and approval to the research setting through Clark Atlanta University's Institutional Review Board (IRB).

Data Collection Procedures

The following procedures were used to collect data from the participants:

1. The researcher ensured the instruments validity and reliability by developing the instrument in collaboration with the educational leadership department and research committee.
2. The researcher submitted the instruments and obtained approval to conduct the study from the Institution Review Board (IRB).
3. The researcher conducted 1 interview via an online communication tool.
4. The researcher emailed invitations with links to the surveys for both faculty and student affairs practitioners.
5. The researcher imbedded a Letter of Consent within the script of the surveys.
6. The researcher asked those who completed the survey if they were interested in participating in an interview.

Statistical Applications (Quantitative)

This research is a descriptive case study and employs the use of means, modes and percentages. Means are defined as a middle point. Modes are numbers that appear most often in a set of numbers. Percentages are defined as any proportion in relation to a whole. The researcher used a Likert Scale in the survey instrument.

Description of Data Analysis Methods (Qualitative)

In 2007, Creswell stated that survey results, interviews, and focus group session transcription utilization includes the emergence of issue-relevant meanings. Two data sources were used. The researcher conducted one survey with a senior student affairs practitioner at the institution where he was employed, during the 2019 academic year, as well as an interview at the HBCU. The projected sample size for the surveys are around 60 participants, upon completion and return of the document (i.e., through the use of Survey Monkey). The sample size for the interviews was 5 and consisted of one interview per faculty in three of the most popular academic programs at the institution and two student affair practitioners.

Limitations of the Study

Limitations of this study include, but are not limited to, the following:

1. Self-reported data.
2. The researcher has worked at institution Hillman College.
3. The researcher has prior knowledge/knows several of the participants being surveyed and interviewed.
4. The study employed the use of convenient samples.
5. International student at Hillman College limited to Middle Eastern students primarily from Saudi Arabia and majority Muslim countries.
6. One interview was completed out of 60 participants.
7. Fifteen surveys were completed out of 60 participants.

Summary

The qualitative approach selected for this research was a descriptive case study. This mixed-methods case study took place at a Historically Black College/University in the Southeastern region of the United States of America. This mixed-methods case study focused on faculty and student affairs practitioners' perceptions towards the institutional challenges of internationalization. This included addressing the challenges faced by international students. Many of these challenges can be addressed by the institution, through the efforts of the faculty and student affairs practitioners. Through the use of surveys and an interview of a student affairs practitioner and by determining their perceptions of the challenges to the internationalization process (institutionally), the researcher hoped to better understand these challenges and address the needs of international students through the research.

CHAPTER V

ANALYSIS OF THE DATA

Introduction

This chapter represents the results of the descriptive case study where two data instruments were used to collect both qualitative and quantitative data. Chapter Five also provides an analysis of the quantitative data from the surveys and qualitative data from the interview.

The purpose of this descriptive case study was to examine how well challenges to internationalization are addressed at a HBCU, by determining the perceptions of faculty and student affairs practitioners through: (a) challenges affecting international students, (b) on-campus internationalization preparation, (c) differentiated instruction for international students, (d) the office of international student affairs staff support, (e) international student advisement, and (f) global sensitivity training. “The basic idea in a case study is to select a case and describe how the case illustrates a problem or issue” (Creswell, 2016, p. 265). This chapter reviews the research questions and discusses the analysis of the data. The data analysis was based on the research questions determined by the theoretical framework.

Any ethical issues were addressed during data collection process by explaining the educational purpose of the study to all willing participants. Before initiating the surveys and interview, participants were given the opportunity to stop participating in the

study at any time without consequence. The researcher protected the anonymity of the survey participants and those who participated in the interview by ensuring each person that no names or identifiers would appear on data or be stored near data sources.

The researcher obtained permission to perform the study from the Institutional Review Board (IRB) prior to conducting the research. The protocols for this research included surveys and an interview. Table 2 shows the research protocols for this mixed-methods research and includes the research questions, the survey questions for the student affairs practitioners and faculty and the interview questions for the student affairs practitioners and faculty.

Table 2

Alignment of Research Protocols to Research Questions

	Research Questions (RQ)	SA		SA	Faculty
		Practitioner/Staff Survey	Faculty Survey	Practitioner/Staff Interview Questions	Interview Questions
RQ1	What are the faculty's' perceptions' that prepare them to address the academic needs of International students?	Q1-Q9, Q14-Q15, Q17,	Q2, Q4, Q7, Q9, Q18	Q1-Q3	Q1-Q6
RQ2	What are student affairs practitioners' perceptions' that prepare them to address the academic needs of international students?	Q1-Q9, Q14-Q15, Q17,	Q2, Q4, Q7, Q9, Q18	Q1-Q3	Q1-Q6

(continued)

		SA		SA	Faculty
	Research Questions	Practitioner/Staff	Faculty	Practitioner/Staff	Interview
	(RQ)	Survey	Survey	Interview Questions	Questions
RQ3	What challenges do faculty encounter when teaching international students?	Q4-Q5, Q9, Q14-Q15	Q1-Q5, Q9, Q13, Q15-Q17,	Q1-Q3, Q7	Q1-Q2, Q7,
RQ4	To what extent do faculty feel prepared to work with international students?	Q1-Q15, Q17	Q2, Q4, Q6-Q7, Q9-Q10, Q12-Q14-Q18,	Q1-Q2, Q5, Q7-Q9, Q12	Q1-Q2, Q5-Q6, Q8-Q10
RQ5	To what extent do student affairs practitioners feel prepared to work with international students?	Q1-Q15, Q17	Q2, Q4, Q6-Q7, Q9-Q10, Q12-Q14-Q18,	Q1-Q2, Q5, Q7-Q9, Q12	Q1-Q2, Q5-Q6, Q8-Q10
RQ6	How does faculty use differentiated instruction to accommodate the needs of international students?	Q14, Q15	Q15-Q17	Q1-Q2, Q7	Q1-Q2, Q7-Q8
RQ7	What are the perceptions of faculty regarding the institutional support available for international students?	Q1, Q3, Q4-Q7, Q9-Q12, Q16, Q18, Q20	Q1, Q3, Q5, Q8, Q10-Q13, Q19-Q20	Q1-Q6, Q8-Q12	Q3-Q6, Q9-Q12

(continued)

		SA		SA	Faculty
	Research Questions	Practitioner/Staff	Faculty	Practitioner/Staff	Faculty
	(RQ)	Survey	Survey	Interview Questions	Interview Questions
RQ8	What are the perceptions of student affairs practitioners regarding the institutional support available for international students?	Q1, Q3, Q4-Q7, Q9-Q12, Q16, Q18, Q20	Q1, Q3, Q5, Q8, Q10-Q13, Q19-Q20	Q1-Q6, Q8-Q12	Q3-Q6, Q9-Q12
RQ9	What challenges do faculty encounter when advising international students?	Q2, Q4, Q6, Q8, Q15	Q2, Q4, Q9-Q10, Q17	Q1-Q2, Q7, Q12	Q1-Q2, Q8, Q12
RQ10	What challenges do student affairs practitioners encounter when advising international students?	Q2, Q4, Q6, Q8, Q15	Q2, Q4, Q9-Q10, Q17	Q1-Q2, Q7, Q12	Q1-Q2, Q8, Q12
RQ11	What global sensitivity training have faculty received?	Q9, Q12, Q17, Q20	Q3, Q10-Q14, Q20	Q1-Q2, Q5-Q6	Q2, Q5-Q6, Q9-Q10
RQ12	What global sensitivity training have student affairs practitioners received?	Q9, Q12, Q17, Q20	Q3, Q10-Q14, Q20	Q1-Q2, Q5-Q6	Q2, Q5-Q6, Q9-Q10

A consent form was also provided and signed by each participant prior to participating in the survey (see Appendix A) or interview. The data were collected over a period of six months from May 2019 through October 2019.

The survey was completed by a total of 15 participants, 11 faculty and 4 student affairs practitioners at the institution. The survey and those who participated were kept confidential and anonymous as the surveys were completed using Survey Monkey. Surveys were completed over a period of six months from May 2019 through October 2019. Nineteen to 20 items were on the surveys (19 for faculty and 20 for staff/student affairs practitioners) and the expected completion time ranged between 3-15 minutes.

There was only one interview participant, yet recruitment letters to participate in the interview were provided to each potential participant at the end of each survey. Those who agreed to participate in the interview were provided with the interview protocol. The interview was taped and then transcribed, providing an opportunity to obtain themes that emerged from coding the data.

Descriptive Summary

The researcher conducted surveys and interviews at a Historically Black College/University (HBCU) located in the Southeastern region of the United States. Qualitative data derived from the surveys and an interview reflected faculty and student affairs practitioners' perceptions while also providing additional information. A total of 15 faculty and student affairs practitioners/staff agreed and responded to the surveys, at a return rate of 25% (60 eligible participants were emailed the survey). Surveys were completed over a period of six months, from May 2019 through October 2019. An interview was completed by a member of Hillman College's faculty. A total of one interview was completed at a return rate of 1.6% (60 eligible participants were given an opportunity to participate in an interview at the end of the survey).

Description of Data Analysis Methods (Quantitative)

The researcher used quantitative analysis (Survey Monkey) to analyze the relationships between the independent variables (challenges affecting internationalization): (a) challenges affecting international students, (b) on-campus internationalization preparation, (c) differentiated instruction for international students, (d) the office of international student affairs staff support, (e) international student advisement, and (f) global sensitivity training and the dependent variable (challenges to internationalization). Survey Monkey's analyze feature was used to analyze the survey data from the faculty and student affairs practitioners/staff participants. The research questions based on perceptions were tested by a correlation analysis.

Analysis of Descriptive Data

The purpose of this descriptive case study was to examine how well challenges to internationalization are addressed at a HBCU, by determining the perceptions of faculty and student affairs practitioners. The survey data collected to examine the relationship between the independent and dependent variables: (a) challenges affecting international students, (b) on-campus internationalization preparation, (c) differentiated instruction for international students, (d) the office of international student affairs staff support, (e) international student advisement, and (f) global sensitivity training. The dependent variable challenges to internationalization. The survey instruments and interview were only given to faculty and student affairs practitioners who were currently employed during the 2019 academic year (Summer- Fall).

The survey questions were developed to examine the existence of statistical significance between variables and discover emergent themes. The sample sizes for the surveys and interviews were 15 and 1 respectively. In regards to this descriptive case study of the perceptions of the faculty and student affairs practitioners/staff at a HBCU in the Southeast United States, there were a total of 15 respondents about the challenges to internationalization. Seventy percent of the faculty who responded to the survey agreed that the institution is aware of international student challenges and 67% of student affairs practitioners/staff who responded, agreed that they themselves are aware of international student's challenges.

Dependent Variable and Data Analysis

The following research questions were designed to gather information was to examine how well challenges to internationalization are addressed at a HBCU, by determining the perceptions of faculty and student affairs practitioners. The dependent variable was challenges to internationalization. To analyze the data, the researcher used surveys and an interview. Creswell and Clark (2017)) stated that survey results and interviews transcription utilization includes the emergence of issue-relevant meanings. Two data sources were used. The researcher conducted two surveys; one for the faculty and the other for the student affairs practitioners at the institution from the 2019 academic year (Summer-Fall).

Quantitative Data Analysis

Surveys were given to faculty and student affairs practitioners/staff during the 2019 academic year (Summer-Fall). Analysis of the data took place during the Fall of the

2019 academic year. The alignment of the variables, surveys, interview questions provide an overview of the study (see Table 3). Table 3 provides the alignment between the variables and research protocols such as the research questions, survey questions and interview questions posed to the student affairs practitioners and faculty during the research.

Table 3

Alignment of Variables, Research Questions, and Survey Questions

Variables	Research Questions (RQ)	SA Practitioner/Staff Survey	Faculty Faculty	SA Practitioner/Staff Interview Questions	Faculty Interview Questions
Challenges affecting international students	What are the faculty's perceptions that prepare them to address the academic needs of international students?	Q1-Q9, Q14-Q15, Q17,	Q2, Q4, Q7, Q9, Q18	Q1-Q3	Q1-Q6
Challenges affecting international students	What are student affairs practitioners' perceptions that prepare them to address the academic needs of international students?	Q1-Q9, Q14-Q15, Q17,	Q2, Q4, Q7, Q9, Q18	Q1-Q3	Q1-Q6

(continued)

Variables	Research	SA		SA	Faculty
	Questions (RQ)	Practitioner/Staff Survey	Faculty Faculty	Practitioner/Staff Interview Questions	Interview Questions
Challenges affecting international students	What challenges do faculty encounter when teaching international students?	Q4-Q5, Q9, Q14-Q15	Q1-Q5, Q9, Q13, Q15-Q17,	Q1-Q3, Q7	Q1-Q2, Q7,
On-campus internationalization preparation	To what extent do faculty feel prepared to work with international students?	Q1-Q15, Q17	Q2, Q4, Q6-Q7, Q9-Q10, Q12-Q14-Q18,	Q1-Q2, Q5, Q7-Q9, Q12	Q1-Q2, Q5-Q6, Q8-Q10
On-campus internationalization preparation	To what extent do student affairs practitioners feel prepared to work with international students?	Q1-Q15, Q17	Q2, Q4, Q6-Q7, Q9-Q10, Q12-Q14-Q18,	Q1-Q2, Q5, Q7-Q9, Q12	Q1-Q2, Q5-Q6, Q8-Q10
Differentiated instruction for international students	How does faculty use differentiated instruction to accommodate the needs of international students?	Q14, Q15	Q15-Q17	Q1-Q2, Q7	Q1-Q2, Q7-Q8

(continued)

Variables	Research	SA		SA	Faculty
	Questions (RQ)	Practitioner/Staff Survey	Faculty Faculty	Practitioner/Staff Interview Questions	Faculty Interview Questions
The office of international student affairs staff support	What are the perceptions of faculty regarding the institutional support available for international students?	Q1, Q3, Q4-Q7, Q9-Q12, Q16, Q18, Q20	Q1, Q3, Q5, Q8, Q10-Q13, Q19-Q20	Q1-Q6, Q8-Q12	Q3-Q6, Q9-Q12
The office of international student affairs staff support	What are the perceptions of student affairs practitioners regarding the institutional support available for international students?	Q1, Q3, Q4-Q7, Q9-Q12, Q16, Q18, Q20	Q1, Q3, Q5, Q8, Q10-Q13, Q19-Q20	Q1-Q6, Q8-Q12	Q3-Q6, Q9-Q12
International student advisement	What challenges do faculty encounter when advising international students?	Q2, Q4, Q6, Q8, Q15	Q2, Q4, Q9-Q10, Q17	Q1-Q2, Q7, Q12	Q1-Q2, Q8, Q12

(continued)

Variables	Research	SA		SA	Faculty
	Questions (RQ)	Practitioner/Staff Survey	Faculty Faculty	Practitioner/Staff Interview Questions	Interview Questions
International student advisement	What challenges do student affairs practitioners encounter when advising international students?	Q2, Q4, Q6, Q8, Q15	Q2, Q4, Q9-Q10, Q17	Q1-Q2, Q7, Q12	Q1-Q2, Q8, Q12
Global sensitivity training	What global sensitivity training have faculty received?	Q9, Q12, Q17, Q20	Q3, Q10-Q14, Q20	Q1-Q2, Q5-Q6	Q2, Q5-Q6, Q9-Q10
Global sensitivity training	What global sensitivity training have student affairs practitioners received?	Q9, Q12, Q17, Q20	Q3, Q10-Q14, Q20	Q1-Q2, Q5-Q6	Q2, Q5-Q6, Q9-Q10

Surveys collected from 11 faculty, respectively and 4 student affairs practitioners, provided the quantitative portion of this descriptive case study. The survey results indicated that 60% of the faculty who participated agreed that the institution is aware of international student challenges. Seventy percent agreed that they themselves were aware of these challenges and 70% agreed that senior leadership at the institution openly communicates about the institutional challenges in helping international students with the faculty. However, 60% disagreed that they were meaningful involved in the institutional

planning of internationalization at the institution. Seventy percent of the faculty disagreed that international students' challenges were not adequately being addressed by the institution and 70% agreed that international student challenges were not being adequately addressed by the faculty. Sixty percent of the faculty strongly agreed that they regularly recognized for their contributions to internationalization.

Furthermore, the survey results from the student affairs practitioners indicated that 67% agreed that they were aware of international student challenges. Sixty-seven percent disagreed that senior leadership communicates openly about institutional challenges in helping international students. Sixty-seven percent disagreed that the staff has taken adequate steps to effectively inform the institution on how to address international student challenges; 67% also disagreed that the institution has taken reasonable steps to effectively address international student challenges; 67% disagreed that the institution provided training to address international student challenges; 100% disagreed that the institution prepared the staff for internationalization; 100% disagreed that the staff were meaningfully involved in the planning of internationalization. When asked what would make the institution a better place for international students, respondents listed training and resources, understanding cultural differences, more campus awareness and insight into the international student's way of life and their expectations as means to improve international student's experience at the institution. From the findings, three relevant themes emerged through the surveys: institutional preparedness, communication and institutional awareness (see Table 4).

Table 4

Analysis Matrix of Completed Surveys and Findings

Themes	Institutional Preparedness	Communication	Institutional Response
Completed Surveys (Total)	Theme 1	Theme 2	Theme 3
(F) = Faculty (11)	Institutional Preparedness	Communication	Institutional Response
(SA) = Student Affairs (4)			
Total Faculty Survey Questions (19)	(F) Questions # 1,2,3,8,11,12,13	(F) Questions # 4,5,7,14,15,16	(F) Questions # 6,9,10,17,18,19
Total S.A. Survey Questions (17)	(SA) Questions # 1,2,9,11	(SA) Questions # 3,4,12,13	(SA) Questions # 5,6,7,8,10,14,15,17
Number of times each theme emerged	11	10	14
Surveys Completed	15	15	15
Findings	A majority of (F) and (SA) Respondents (Agreed) the institution was prepared for the challenges to internationalization	A majority of (F) and (SA) Respondents (Agreed) the institution communicated with them about challenges to internationalization	A majority of (F) and (SA) Respondents (Disagreed) with the institutions' response to the challenges to internationalization

Table 4 shows the findings from surveying the faculty and student affairs practitioners at Hillman College who participated in the research (15 total participants).

Interview Analysis

Responses to the interview questions provided answers to seven research questions. The interview participant was a student affairs practitioner with years of experience in higher education. Based on the data, the number of times a theme emerged were aggregated by the theme, the total number of times the theme emerged from the interview data, total number of times each theme emerged from each category, and the total number of times each theme emerged overall. The categories, themes and data were analyzed in Table 5.

Table 5

Analysis Matrix

	Preparedness	Institutional Awareness	Institutional Resources
Themes	(RQ1 & RQ3)	(RQ1-2, RQ5 & RQ7)	(RQ1, RQ5 & RQ7)
Findings	Institution is not prepared	The institution is aware	The institution lacks resources
Number of times each theme emerged	6	11	10
Total Interview	1	1	1
Total Emerging from the Theme	6	11	10

The analysis matrix revealed three themes emerged from the interview protocol. The data from the interview was collected and transcribed. Once the researcher analyzed the data from the interview, the data were collected. The researcher then organized the data into themes in order to validate the information from the case study. The researcher

identified three themes that were then grouped into three categories based on the research questions. The interview responses are stated after each corresponding research question is listed.

Q1: What are the student affairs practitioners' perceptions that prepare them to address the academic needs of international students?

A Senior Student Affairs Practitioner was asked interview questions about international student challenges and their perceptions of these challenges. The respondent replied to questions about their institution's preparedness for internationalization. The overall the respondent's perception was that the institution was not fully prepared to address the needs of international students. However, the respondent felt that the institution is trying to get there.

Q2: What challenges do student affairs practitioners encounter when teaching international students?

The Senior Student Affairs Practitioner (SSAP) was asked interview questions about challenges when teaching international students and their perception of these challenges. The respondent felt that the faculty and student affairs practitioners at the institution are aware of international student challenges and they are mindful of these challenges when educating international students about the institution (cost of attendance, cost of living and transportation). For example, the SSAP indicated that staff members specifically work to educate them about the options that we have for living in our residence halls, or for opting in to our campus meal plan because for many of our international students, they receive a significant and large amount of financial aid from

sponsors. Not every international student sponsor covers the cost of living in the respective amenities at the institution.

Q3: To what extent do student affairs practitioners feel prepared to work with international students?

The SSAP stated that student affairs practitioners/staff prepare international students by informing them about the Career Development Professionals at the institution. Student affairs practitioners start those conversations with international students, as they are mindful that many may seek to gain H1B1 sponsorship and starting these conversations early in the international student's matriculation to prepare them. They do this by making connections with international students and with the Career Services funnel at the institution. With these connections, international students can tap into that pipeline and start to demonstrate themselves as valuable talent to those organizations.

Q4: How do student affairs practitioners use differentiated instruction to accommodate the needs of international students?

The Senior Student Affairs Practitioner was asked interview questions about using differentiated instruction to accommodate international students and their perception of international students' needs at the institution. The respondent felt that student affairs practitioners at the institution are mindful of the needs of international students. The Senior Student Affairs Practitioner stated that being mindful of what is in place and trying to find ways to link the curriculum, the academic curriculum to link, some of the

services portfolio, we have to match and support the academic curriculum and the academic enterprise.

Q5: What are the perceptions of student affairs practitioners regarding the institutional support available for international students?

The Senior Student Affairs Practitioner was asked interview questions about institutional support available for international students. The institution, a Historically Black College/University in the Southeast United States, like many HBCUs around the country, lacks substantial funding. In the SSAP's opinion the ability to fund additional personnel would help the institution be more efficient and create a more positive experience for students. The SSAP stated with appropriate time and financial resources, the staff could obviously take the work and spread the word out to other people and that is always a challenge because again we are what I would call a significantly slim operation.

Q6: What challenges do student affairs practitioners encounter when advising international students?

The Senior Student Affairs Practitioner (SSAP) was asked interview questions about challenges when advising international students. Mindfulness was a key factor when advising international students at the institution. Being aware of the challenges international students face in and out of the classroom helps to provide the services these students need to be successful. The SSAP stated that for him, being mindful of the theoretical knowledge inside of that and then translating that to practical application and really focusing in on those key opportunities to really focus on discovery and

conversation and knowledge insight in the classroom and finding a way to build the opportunities to be able to practice through some experience for learning opportunities.

Q7: How has global sensitivity training impacted student affairs practitioners' ability to engage with international students?

The SSAP was asked interview questions about global sensitivity training. The respondent spoke about working in other countries and how this has prepared them to engage with international students at the institution. The SSAP said that unfortunately, in his current institution, he has not received any decent civic regards to internationalization. However, the respondent also stated that the institution has focused on partnerships that focus on the diversity aspect and focused on the recruitment aspect that focuses on operational needs to be efficient.

Definition of Themes and Emergent Themes

Communication refers to the institution's ability to communicate effectively with the faculty and student affairs practitioners in regards to internationalization, challenges to internationalization and recognition of these challenges being addressed by the faculty and student affairs practitioners.

Institutional/Faculty/Staff Awareness refers to the institutions, faculty and staff's awareness regarding challenges affecting internationalization/international students and their efforts to alleviate these issues. Faculty and Student Affairs Practitioners answers to the surveys and interview indicated that they are aware of the challenges to internationalization.

Institutional Preparedness/Preparedness refers to the institution's knowledge of challenges/issues to internationalization/international students, the institutions ability to address these issues and how prepared the institution is/was to address these challenges. According to the faculty, the institution is aware of these challenges but student affairs practitioners/staff at the institution are uncertain of this.

Institutional Resources refer to the institutions financial and or human resources that are readily available to address challenges to internationalization at the institution. Student Affairs Practitioners answers to the surveys and interview indicated that institutional resources are a challenge to internationalization.

Institutional Response refers to the institutions ability to respond to challenges to internationalization, efforts by the institution to address these issues/challenges and the institutions effort to address these challenges through the faculty and student affairs practitioners through training and other initiatives.

Summary

A correlation analysis was used to show themes that emerged from the data through surveys and an interview to address the research questions. The researcher examined the relationships between the independent and dependent variables. The independent variables were as follows: (a) challenges affecting international students, (b) on-campus internationalization preparation, (c) differentiated instruction for international students, (d) the office of international student affairs staff support, (e) international student advisement, and (f) global sensitivity training. Training was not provided to the

student affairs practitioners to impact their ability to engage with international students.

The dependent variable was challenges to internationalization.

RQ1: What are the faculty's perceptions that prepare them to address the academic needs of international students?

The faculty's perceptions that prepare them to address the academic needs of international students include, but are not limited to, continued open communication between faculty and senior leadership at the institution.

RQ2: What are the student affairs practitioner's perceptions that prepare them to address the academic needs of international students?

The student affairs practitioners' perceptions that prepare them to address the academic needs of international students include but are not limited to being properly prepared to address these challenges themselves through training that they had not received.

RQ3: What challenges do faculty encounter when teaching international students?

Challenges that faculty encounter when teaching international students include but are not limited to not being meaningfully involved in the institutional planning of internationalization at the institution and the inability to adequately address international student challenges themselves.

RQ4: To what extent do faculty feel prepared to work with international students?

A large majority of the faculty that participated in the research felt prepared to work with international students even though they did not receive training; however, the institution did openly communicate with the faculty to prepare them for international students.

RQ5: To what extent do student affairs practitioners feel prepared to work with international students?

A large majority of the student affairs practitioners did not feel prepared to work with international students.

RQ6: How does faculty use differentiated instruction to accommodate the needs of international students?

Some of the faculty employ the use of criterion-referenced test and assessments to measure international student performance.

RQ7: What are the perceptions of faculty regarding the institutional support available for international students?

A lack of institutional resources limits the available institutional support available to international students however the faculty are aware of international student challenges and address these challenges with senior leadership at the institution.

RQ8: What are the perceptions of student affairs practitioners regarding the institutional support available for international students?

A lack of institutional resources limits the available institutional support available to international students however the student affairs practitioners are aware of international student challenges.

RQ9: What challenges do faculty encounter when advising international students?

The faculty indicated a lack of institutional resources and training as challenges to advising international students.

RQ10: What challenges do student affairs practitioners encounter when advising international students?

Student affairs practitioners indicated a lack of institutional resources and training as challenges to advising international students.

RQ11: How has global sensitivity training impacted the faculty's ability to engage with international students?

Training was not provided to the faculty to impact their ability to engage with international students.

RQ12: How has global sensitivity training impacted student affairs practitioners' ability to engage with international students?

The survey addressed challenges to internationalization; communication, institutional response. The section that follows addresses preparedness, institutional preparedness, and faculty and student affairs/staff preparedness. The last section of the survey involved resources; institutional resources and faculty and student affairs/staff resources that address effectiveness and institutional response. The last section of the survey addressed recognition for contributions to internationalization efforts, support for internationalization and an open-ended question to make the institution a better place for international students in attendance at the institution.

Responses to the interview questions provided answers to seven research questions. The interview participant was a student affairs practitioner with years of experience in higher education. The categories, themes and data were analyzed in Table five. The data from the interview was collected and transcribed. Once the researcher analyzed the data from the interview, the data were collected. The data were then organized into themes in order to validate the case study.

From the surveys and interview, there were a total of five themes from the data collected. The surveys were organized into three themes; institutional preparedness, communication and institutional response. From the interview, three themes emerged from the information provided by the research participant: preparedness, institutional awareness and institutional resources. There was an overlap between the organized themes from the surveys and theme that emerged from the interview that was preparedness/institutional preparedness. Preparedness was a theme that the researcher used to organize/group the research questions but the interview with the student affairs practitioner revealed that this was also a relevant issue that needed to be addressed at the institution. Institutional preparedness referred to the institution's knowledge of challenges to internationalization, the institutions ability to address these issues and how prepared the institution was to address these challenges. Institutional preparedness/preparedness was a preconceived challenge to internationalization that was validated through the research.

CHAPTER VI

FINDINGS, CONCLUSIONS, AND IMPLICATIONS

Introduction

The purpose of this descriptive case study was to examine how well challenges to internationalization are addressed at a HBCU, by determining the perceptions of faculty and student affairs practitioners. Twelve research questions were posed at the beginning of the research to determine the faculty and student affairs practitioners' perceptions. The survey data were collected to examine the relationship between the independent and dependent variables and organized into themes. The quantitative section of the case study utilized correlational research as surveys were used to determine the themes. An interview was conducted and an interview analyses helped to determine the participants' meanings, perceptions and emergent themes about challenges to internationalization at a Historically Black College/University (HBCU) in the Southeast United States. The independent variables included (a) challenges affecting international students, (b) on-campus internationalization preparation, (c) differentiated instruction for international students, (d) the office of international student affairs staff support, (e) international student advisement, and (f) global sensitivity training. The dependent variable for the descriptive case study was challenges to internationalization.

The second chapter was a review of the literature on the dependent and independent variables. Factors theoretically relevant to challenges to internationalization

at a HBCU in the Southeast United States were expounded. The third chapter used a theoretical framework of two theories to determine challenges to internationalization by using a descriptive case study of faculty and student affairs practitioners' perceptions to address these challenges; (a) Bennett's (1993) model of intercultural sensitivity and (b) Vygotsky's (1978) social development theory. A portion of each theory was used to explain how challenges to internationalization, the dependent variable, interfaced with the six independent variables. Bennett's Model of Intercultural Sensitivity was substantiated through the faculty and student affairs practitioners active engagement with the international student population, actively addressing challenges affecting international students' and encouraging the institutional implementation of campus wide internationalization efforts which showed a "continuum" of increasing cultural awareness, understanding, and adjustment by faculty and student affairs practitioners at the institution. Vygotsky's (1978) social development theory was substantiated through the faculty and student affairs practitioners' willingness to engage in meaningful educational/social interactions with international students with no prior training. The faculty and student affairs practitioners' active engagement with the international student population allowed them to affectively assess and then assist these students by openly communicating international student challenges with the institution's leadership to better address these challenges institutionally. Chapter Four was centered on the research methodology, design, sampling procedures, setting, instrumentation, working with human subjects, and data collection procedures. Chapter Five focused on analyzing the data

collected from the surveys and an interview. Table 6 summarizes the themes, findings, implications, and recommendations of the study.

Table 6

Themes, Findings, Implications, and Recommendations

Research Questions (RQ) & Themes and Emergent Themes	Findings	Implications of Findings	Recommendations of Findings
Institutional Preparedness RQ1, RQ2, RQ4, RQ5,	The (F) and (SA) Respondents were divided about the (I) preparedness for internationalization	The (I) is prepared for internationalization but not everyone at the (I) is prepared	Better prepare the (F) and (SA)for internationalize
Institutional Awareness RQ6 and RQ7	A majority of (F) and (SA) Respondents (Agreed) the (I) is aware of the challenges to internationalization	The (I) is aware (knowledgeable) of the challenges of internationalization	Use this knowledge to better prepare, address and respond to the challenges to internationalization with the (FA) and (SA).
Institutional Resources RQ7 and RQ8	A majority of (F) and (SA) Respondents (Agreed) the (I)lacked the resources necessary to address all the challenges to internationalization.	The (I) lacks the resources to address all the challenges to internationalization	Explore opportunities to procure additional funding/resources for internationalization
Communication RQ3 and RQ9	A majority of (F) and (SA) Respondents (Agreed) the (I) communicated with them about challenges to internationalization	The (I) does communicate with the (F) and (SA) about challenges to internationalization	Continue to openly communicate with (F) and (SA) to prepare, address and alleviate challenges to internationalization.

(continued)

Research Questions (RQ) & Themes and Emergent Themes	Findings	Implications of Findings	Recommendations of Findings
Communication RQ3 and RQ9	A majority of (F) and (SA) Respondents (Agreed) the (I) communicated with them about challenges to internationalization	The (I) does communicate with the (F) and (SA) about challenges to internationalization	Continue to openly communicate with (F) and (SA) to prepare, address and alleviate challenges to internationalization.
Institutional Response Q10 and RQ11	A majority of (F) and (SA) Respondents (Disagreed) with the (I) response to the challenges to internationalization	Both the (F) and (SA) agree that the (I) could do more to respond to the challenges of internationalization (ex. Training to better address these challenges)	Provide training for (F) and (SA) to prepare them to better address the challenges to internationalization

Research Questions (RQ) & Themes and Emergent Themes	Recommendation for Practice	Recommendation for Policy	Recommendation for Research
Institutional Preparedness RQ1, RQ2, RQ4, RQ5,	1. The (I) openly discusses challenges to internationalization with the (F) and (SA) 2. The (I), (F) and (SA) should address challenges to internationalization together.	1. Require leadership to meet with (F) & (SA) to address challenges to internationalization. 2. Require annual meetings during the academic year.	1. (I) documents efforts, tracks changes in policy and monitors effectiveness. 2. Through tracking, monitoring and analyzing data (I) will better understand and address challenges.
Institutional Awareness RQ6 and RQ7	1. (I) should provide adequate and effective training for all employees.	N/A	1. (I) should continually track and monitor the effectiveness of the training provided.

(continued)

Research Questions (RQ) & Themes and Emergent Themes	Recommendation for Practice	Recommendation for Policy	Recommendation for Research
	2. (F) & (SA) should receive training prior to, during and after internationalization.		2. (I) should use prior knowledge to address and respond to internationalization with the data collected.
Institutional Resources RQ7 and RQ8	1. (I) should explore opportunities to procure additional funding/resources for internationalization. 2. (I) should hire/promote more people to assist in internationalization efforts. 3. (I) should seek volunteers to assist in areas of need.	1. (I) should create policies that allocate resources specifically for internationalization. 2. (I) could create a fund/fund raising policies.	1. (I) should provide data to other (I) to show how they are able to be successful with limited resources. 2. (I) should collect data to provide other (I) interested in internationalizing with limited funding.
Communication RQ3 and RQ9	1. (I) should continue to openly communicate with (F) and begin to communicate more with (SA) to address challenges to internationalization. 2. (I) could document their communication efforts to create a handbook.	1. (I) could create a policy that mandates meetings and open dialogue between (I), (F) & (SA). 2. (I) could provide training for current and new employees.	N/A
Institutional Response RQ10 and RQ11	1. (I) could provide training for current and new employees.	1. (I) could mandate internationalization training for all employees.	N/A

(continued)

Research Questions (RQ) & Themes and Emergent Themes	Recommendation for Practice	Recommendation for Policy	Recommendation for Research
	2. (I) could get feedback from the international students to better address internationalization challenges.	2. (I) could create a leadership task force for addressing challenges to internationalization.	

Table Key: (RQ) Research Questions; (F)= Faculty; (SA) Student Affairs Practitioners; (I)= Institution

Findings

Chapter Six discusses the findings, conclusions, implications, and recommendations for educational leaders (faculty and student affairs practitioners), the institution and for future research in higher education. The data were collected from Hillman College faculty and student affairs practitioners who participated in surveys specifically designed to answer the research questions. Additionally, an interview was conducted, transcribed and then analyzed with a student affairs practitioner at the institution with many years of experience in higher education with the intent of answering the research questions. Surveys collected from 11 faculty, respectively and 4 student affairs practitioners coupled with a transcribed interview with a student affairs practitioner provided the data as well as the findings for this descriptive case study.

The survey results indicated that a majority of the faculty who participated agreed that the institution was aware of international student challenges. A majority of the faculty who participated in the survey were also aware of the international student

challenges, challenges that senior leadership at the institution openly communicated with them about the institutional challenges for internationalization. These challenges included preparation, communication and institutional response. A majority of the faculty that participated in the survey agreed that they were not meaningfully involved in the institutional planning of internationalization at the institution even though the institution communicated with them about the challenges after internationalizing. The research and data collected indicated that the faculty were not involved in the institution's preparation for internationalization.

Additionally, a majority of the faculty that participated in the survey perceived that international student's challenges were not adequately being addressed by the institution. The faculty that participated in the survey were either uncertain or disagreed that the faculty had taken adequate steps to effectively inform the institution on how to address international students' challenges, which the data revealed was due to a lack of meaningful communication with the institution's leadership about internationalization challenges. Half of the faculty that participated were uncertain that international student challenges were being adequately addressed by the faculty, as 50% were uncertain and 30% disagreed with their effectiveness in addressing international student challenges. Furthermore, over 50% of the faculty that participated in the survey felt that their opinions were not heard by the administration regarding internationalization. The research and data collected indicated that the faculty were not meaningfully involved in communication with the institution's leadership to adequately address the challenges to internationalization at the institution.

A majority of the faculty that participated in the survey (90%) did not receive training to prepare for international student challenges at the institution. Additionally, 50% of the faculty were uncertain and 40% did not perceive the institution to be prepared for internationalization. Only 40% of the faculty perceived themselves to be prepared for internationalization, 30% were uncertain and 30% perceived they were not be prepared. However, 60% of the faculty employed differentiated instruction in their courses to instruct international students, 70% used differentiated instruction to academically evaluate international students and 60% employed differentiated instruction to advise international students. Additionally, all (100%) of the faculty who participated in the survey perceived their office to be a safe space for international students' while 60% were uncertain that people at the institution were supportive of internationalization. Sixty percent of the faculty strongly agreed that they are regularly recognized for their contributions to internationalization. The research and data collected indicated that the institution was prepared for the challenges to internationalization and the institution communicated these challenges to the faculty but the institution did not prepare the faculty for internationalization as majority of the faculty that participated in the survey disagreed with the institution's response to the challenges to internationalization.

The survey results from the student affairs practitioners indicated that 67% were uncertain if the institution was prepared for internationalization, 67% were uncertain if the institution was aware of international student challenges and 33% of those who participated indicated the institution was aware. However, 100% of the student affairs practitioners who participated perceived that they themselves were aware of international

student challenges. Sixty-seven percent of the student affairs practitioners who participated perceived that senior leadership did not communicate openly about institutional challenges in helping international students. Sixty-seven percent of the student affairs practitioners who participated perceived that they had not taken adequate steps to effectively inform the institution on how to address international student challenges. Sixty-seven percent of the student affairs practitioners who participated also perceived that the institution had not taken reasonable steps to effectively address international student challenges and 100% of the student affairs practitioners who participated in the survey were uncertain if international student challenges were being adequately addressed by the institution. Furthermore, one-third (33%) of the student affairs practitioners who participated in the survey perceived that international student challenges were being adequately addressed and one-third (33%) were uncertain while one-third (33%) indicated that international students challenges are not being adequately addressed by student affairs practitioners. Sixty-seven percent of the student affairs practitioners who participated in the survey did not agree that the institution provided training to address international student challenges and 100% perceived that all staff members at the institution were not offered training to address internationalization. Additionally, 67% of the student affairs practitioners who participated in the survey indicated that they were uncertain if the institution was prepared for internationalization. One-third of the student affairs practitioners who participated in the survey strongly agreed that they were prepared for internationalization, one-third were uncertain and one-third did not perceive themselves to be prepared for internationalization. However, 66%

of the student affairs practitioners who participated in the survey agreed that they employ differentiated instruction to communicate with international students and 66% indicated that they employ the use of differentiated instruction to advise international students.

Furthermore, 66% of the student affairs practitioners who participated in the survey perceived their office to be a safe space for international students and 100% indicated that they are not provided the resources necessary to be effective in their position. Additionally, 66% of the student affairs practitioners who participated indicated that they are not regularly recognized for their contributions to internationalization. Student affairs practitioners were also asked in an open-ended question at the end of the survey: What would make the institution a better place for international students? Respondents listed training and resources to make their job possible; understanding cultural differences among international students; and more campus awareness of international student's presence and insight into their way of life and their expectations as ways to improve international students' experience at the institution. The research and data collected indicated that the student affairs practitioners were uncertain if the institution was prepared for internationalization, as they were not involved in the institution's preparation for internationalization. Additionally, student affairs practitioners were also not meaningfully involved in communication with the institution's leadership to adequately address the challenges to internationalization at the institution even though they perceived themselves to be aware of challenges to internationalization.

In addition to the surveys, one student affairs practitioner participated in an interview. Responses to the interview questions provided answers to seven of the

research questions. The interview participant was a student affairs practitioner with years of experience in higher education. Based on the data, the number of times a theme emerged were aggregated by the theme, the total number of times the theme emerged from the interview data, total number of times each theme emerged from each category, and the total number of times each theme emerged overall. The categories, themes and data were analyzed in Table 5. The data from the interview were collected and transcribed. Once the researcher analyzed the data from the interview, the data were collected. The researcher then organized the data into themes in order to validate the information from the case study. The researcher identified three themes that were then grouped into three categories based on the research questions; preparedness, institutional awareness and institutional resources. Through the surveys and interview, five total themes emerged: preparedness, communication, institutional awareness, institutional resources and institutional response. The surveys were organized into three themes; institutional preparedness, communication and institutional response. From the interview, three themes emerged from the information provided by the research participant: preparedness, institutional awareness and institutional resources. There was an overlap between the organized themes from the surveys and theme that emerged from the interview that was preparedness/institutional preparedness.

Implications

The purpose of this descriptive case study was to examine how well challenges to internationalization are addressed at a HBCU in the Southeastern United States, by determining the perceptions of faculty and student affairs practitioners. Faculty and

student affairs practitioner participants in the case study provided their perspectives on the issue of challenges to internationalization at a HBCU. The results of the researching the case study and analyzing the data collected revealed some implications and conclusions. From the findings, five relevant themes emerged through the surveys and interview, institutional preparedness, institutional/faculty and staff awareness, institutional resources, communication and institutional response. The research questions were answered through the research as follows:

RQ1: What are the faculty's perceptions' that prepare them to address the academic needs of international students?

Findings: The faculty's perceptions that prepare them to address the academic needs of international students include but are not limited to continued open communication between faculty and senior leadership at the institution, being properly prepared to address these challenges themselves through training or past experiences, institutional awareness of the challenges that affect international students and institutional awareness of challenges to internationalization.

Implications of Findings: The faculty at the institution were not properly prepared for internationalization by the institution prior to internationalization. Had the institution properly prepared the faculty through effective communication, the faculty would have been better prepared to address the challenges to internationalization including challenges that affect international students. The faculty were not properly trained by the institution to address these issues. Had the institution properly trained the faculty prior to internationalizing, the faculty would have been able to address most

perceived challenges to internationalization. Through past experience, the faculty was able to address challenges to internationalization at the institution. Through past experiences and effective communication with international students, the faculty was able to address the academic needs of international students at the institution. Faculty employed differentiated instruction and used a criterion-referenced test to assess international students at the institution.

Recommendations of Findings for Practice: The faculty at the institution should be instrumental and compliant with institutional meetings set forth to communicate the academic challenges of international students at the institution. The faculty should also be invited to meet with the institution's leadership to address the academic challenges of international students. Additionally, the faculty should voice their opinions of these perceived challenges to assist in preparing the institution to address international students' academic challenges. The faculty should be involved in the decision-making processes in the future for improved efforts towards internationalization at the institution.

Recommendations of Findings for Research: The faculty should document their efforts to address the academic challenges of international students. The data collected from documenting the faculty's efforts address these challenges could be used to improve the academic success of international students at the institution and other institutions with similar challenges. Data collected from the faculty's efforts could also be presented to the institution to create a faculty handbook for use in the future for new employees that are employed to continue the progress of the faculty's efforts. The

handbook created from the data collected by faculty, could be used by the institution. The institution could use this handbook to create a set of standards for all faculty at the institution, to assist in future efforts at the institution to address academic challenges of all international students at the institution.

RQ2: What are the student affairs practitioner's perceptions that prepare them to address the academic needs of international students?

Findings: The student affairs practitioner's perceptions that prepare them to address the academic needs of international students include but are not limited to being properly prepared to address these challenges themselves through training which they had not received, institutional awareness of the challenges that affect international students and institutional awareness of challenges to internationalization.

Implications of Findings: The student affairs practitioners at the institution were not properly prepared to address the academic needs of international students. The student affairs practitioners at the institution did not receive proper training prior to the institution internationalizing. The lack of preparedness and training limited the student affairs practitioners' ability to be effective in their roles at the institution. Student affairs practitioners at the institution perceived the institution was not fully prepared to internationalize. Student affairs practitioners at the institution, also perceived the institution was not fully aware of the challenges affecting internationalization.

Recommendations of Findings for Practice: The student affairs practitioners at the institution should be invited to communicate with the institutions' leadership to be better prepared for internationalization. Student affairs practitioners at the institution

should be in open discussions with institution's leadership to discuss challenges to internationalization. Student affairs practitioners should receive training that prepares them to address the academic needs of international students. Additionally, student affairs practitioners should be in open discussions with the leadership at the institution to better address academic challenges for international students at the institution.

Recommendations of Findings for Research: The student affairs practitioners should document their training to collect data on its effectiveness. Student affairs practitioners' efforts to address the academic challenges of international students should also be documented. The data collected from documenting the student affairs practitioner's efforts to address these challenges could be used to improve the academic success of international students at the institution and other institutions with similar challenges. Data collected from the student affairs practitioner's efforts could also be presented to the institution to create a handbook for use in the future for new employees that are employed to continue the progress of the student affairs practitioner's efforts. The handbook created from the data collected by student affairs practitioners could be used by the institution. The institution could use this handbook to create a set of standards for all student affairs practitioners at the institution to assist in future efforts at the institution to address academic challenges of all international students at the institution.

RQ3: What challenges do faculty encounter when teaching international students?

Findings: Challenges that faculty encounter when teaching international students include but are not limited to not being meaningfully involved in the institutional

planning of internationalization at the institution, cultural barriers and the inability to adequately address international student challenges themselves.

Implications of Findings: Faculty encounter challenges when teaching international students that include not being prepared by the institution for internationalization. These challenges can include cultural barriers, language barriers when teaching, cultural misunderstandings and misconceptions due to a lack of institutional training. If the faculty is not properly prepared to address these challenges when teaching international students, these challenges can become issues that affect the international student population. Training for all faculty would help to address perceived challenges when teaching international students that would allow faculty to address international student challenges themselves.

Recommendations of Findings for Practice: Faculty should be aware of the institution's plan to internationalize. Faculty should be prepared by being informed and in communication with the institutions leadership to be able to address perceived challenges to internationalization prior to the institution actually internationalizing. If the faculty does not have experience with international student populations, this could lead to further challenges to internationalization at the institution. Faculty should be provided training provided by the institution to address challenges when teaching international students. Cultural barriers and language barriers sometimes occur when teaching. Cultural misunderstandings and misconceptions can be due to a lack of institutional training.

Recommendations of Findings for Research: The faculty should be provided data that is derived from their experiences with international students. The research and

data should then be made available to the institution and used at other institutions with similar challenges. The faculty should provide the institution with their knowledge of their interactions with international student to provide a database for successful interactions with international students and track unsuccessful interactions to better prepare future faculty in similar situations. The data that are provided to the institution should be well documented and presented as a guide on successful interactions, engagement, classroom management, teaching methods and assessment for use at the institution and other institutions with similar challenges.

RQ4: To what extent do faculty feel prepared to work with international students?

Findings: A large majority of the faculty that participated in the research felt prepared to work with international students even though they did not receive training, however the institution did openly communicate with the faculty to prepare them for international students.

Implications of the Finding: The faculty felt prepared to work with international students because of their previous experiences in higher education. However, without this prior knowledge, it would have been a challenge to work with international students at the institution. The faculty did not receive training from the institution prior to internationalization. The institution was in communication with the faculty to prepare them for internationalization but without properly training the faculty, there could have been incidents that would have been counterproductive to the institution's internationalization efforts.

Recommendations of the Findings for Practice: Enabling the faculty to voice their opinions in the planning phase of internationalization would allow for a more holistic approach to internationalization at the institution. Proper planning for internationalization with the faculty would allow the faculty to assist in addressing the challenges to internationalization at the institution with the institution's leadership. Offering the faculty training to address challenges they may encounter when interacting, teaching or advising international students, would decrease the probability of further challenges to internationalization at the institution.

Recommendations of Findings for Research: The faculty could develop theories and strategies that contribute to research to better address challenges to internationalization at the institution. These theories and strategies could assist other institutions in similar circumstances. The faculty could provide data from their years of experience with international students at the institution to develop practical methods for addressing challenges to internationalization at the institution that could be shared with other institutions. The theories and strategies that are developed by the faculty through their experiences could better prepare the institution and other institutions in similar circumstances.

RQ5: To what extent do student affairs practitioners feel prepared to work with international students?

Findings: A large majority of the student affairs practitioners did not feel prepared to work with international students. The research indicated that the senior leadership at the institution does not openly communicate about with them about

institutional challenges in helping international students. A majority of student affairs practitioners who participated also indicated that they did not receive training to address international student challenges. All of the student affairs practitioners who participated agreed that the institution did not prepare them for internationalization.

Implications of the Findings: The student affairs practitioners at the institution did not perceive themselves to be prepared to work international students. The institutions' leadership did not openly communicate with the student affairs practitioners about internationalization. The student affairs practitioners did not receive training to assist them when addressing international student challenges. This lack of training from the institution made some of the student affairs practitioners perceive that the institution was not prepared for internationalization.

Recommendations of the Findings for Practice: Invite the student affairs practitioners to voice their opinions when planning to internationalize. Train the student affairs practitioners prior to internationalization to better prepare them for addressing international student challenges. Communication between the institution and the student affairs practitioners could lead to student affairs practitioners having a positive perception of the institutions' preparation efforts. The institution should learn from the student affairs practitioners experience when addressing international student challenges and challenges to internationalization as they spend a lot of time, energy and effort addressing international student issues.

Recommendations of the Findings for Research: Student affairs practitioners should collect data on their daily experiences with international students and offer this

data to the institution to better prepare the institution for addressing international student challenges. Student affairs practitioners should also document and assess their interactions with international students to be able to measure their effectiveness when dealing with international student challenges. The data collected from the student affairs practitioners could lead to more effective preparation when addressing international student issues and challenges to internationalization. This data could be compiled and used as a service guide for future student affairs practitioners and the institution to assess preparedness, effectiveness, efficiency and international student satisfaction at the institution.

RQ6: How does faculty use differentiated instruction to accommodate the needs of international students?

Findings: The faculty employs the use of criterion-referenced test and assessments to measure international student performance coupled with differentiated instruction to accommodate the needs of international students at the institution.

Implications of the Findings: The faculty uses differentiated instruction to assess international students. The faculty did not receive training to address how to assess international students in the classroom. The faculty's prior knowledge of teaching and assessment afforded them the opportunity to be effective to accommodate international student needs. Faculty at the institution had to assess international student challenges without training to prepare them for the challenges. The faculty was prepared and able to address this challenge but without prior knowledge, this could have been a challenge for which they were not prepared.

Recommendations of the Findings for Practice: The institution should prepare faculty for the use of differentiated instruction in the classroom prior to internationalization. The faculty should continue to employ differentiated instruction in the classroom to effectively assess international students. The faculty should also record how they are able to assess international students to provide a guide for future faculty in similar situations in the future. The faculty should also prepare a general measure of assessing international students so that all faculty are using the same or similar methods to assess the international student population.

Recommendations of the Findings for Research: Faculty at the institution should collect data from the international students to measure their effectiveness when assessing their coursework. The data collected from the international students from the faculty could be used to create a database for assessment measures that ensure effective assessment at the institution. Faculty could use this data to facilitate learning for future faculty at the institution and faculty at other institutions based on their effectiveness. The data that is collected could be used to inform, prepare, teach and assess future faculty at the institution on how to address international student challenges and challenges to internationalization.

RQ7: What are the perceptions of faculty regarding the institutional support available for international students?

Findings: A lack of institutional resources limits the available institutional support available to international students however the faculty are aware of international student challenges and address these challenges with senior leadership at the institution.

Implications of the Findings: The institution has limited resources. These limited resources include but are not limited to funding and human capital. There are simply not enough resources at the institution. There is a limited amount of institutional resources that are available for institutional support. Faculty are aware of the institutions limited resources and address international student challenges to the best of their ability given the institutions circumstances. The faculty perceive this as a challenge but do not allow this issue to hinder their efforts in the classroom or when assisting international students.

Recommendations of the Findings for Practice: Faculty should continue to give as much effort as possible regardless of the amount of institutional resources available for supporting international students. Given the circumstances of the institution, faculty should continue to openly communicate with the institutions leadership in creating opportunities for international students to be supported at the institution. Faculty should work with the leadership at the institution to find new avenues of funding and human capital. This could be in the form of using graduate students at the institution to promote internationalization efforts. This could also be in the form of creating opportunities for volunteers at the institution to assist in internationalization efforts.

Recommendations of the Findings for Research: The faculty should monitor and track data related to their effort at the institution to provide a handbook on how to provide exceptional service with limited resources to international students. This data could be used by the institution and other institutions in similar circumstances as a guide. The faculty should also ask for feedback from the international students to assess their

effectiveness given the institutions limited resources. This data could be researched, studied and used as a model for other institutions on how to provide effective instruction and assessment with limited resources.

RQ8: What are the perceptions of student affairs practitioners regarding the institutional support available for international students?

Findings: A lack of institutional resources limits the available institutional support available to international students however the student affairs practitioners are aware of international student challenges. The institutions' leadership does not openly communicate with the student affairs practitioners at the institution about the challenges to internationalization.

Implications of the Findings: The institution's resources are limited. At many Historical Black Colleges and Universities, this is not an uncommon issue. Limited resources include but are not limited to funding and human capital for additional support of international students. There is a limited amount of institutional resources that are available for additional institutional support. However, student affairs practitioners at the institution offer support for international students regardless of limited resources. Student affairs practitioners are aware of the institutions limited resources and address international student challenges to the best of their ability given the institutions circumstances. The student affairs practitioners perceive this as a challenge that affects their ability to do their jobs and the lack of communication from the leadership at the institution does not help them address these challenges more effectively.

Recommendations of the Findings for Practice: Student affairs practitioners should continue to offer their support to international students regardless of the institutions limited available resources. Student affairs practitioners should be in communication with the institution's leadership to address international students' challenges and challenges to internationalization. Given the circumstances of the institution, student affairs practitioners should be able to openly communicate with the institution's leadership in creating opportunities for international students to be supported at the institution. Student affairs practitioners should be able to work with the leadership at the institution to find new avenues of funding and human capital. This could be in the form of using graduate students at the institution to promote internationalization efforts. This could also be in the form of creating opportunities for volunteers at the institution to assist in internationalization efforts.

Recommendations of the Findings for Research: Student affairs practitioners should monitor and track data related to their service and effort at the institution to provide a handbook on how to provide exceptional service with limited resources to international students at an institution with limited resources. This data could be used by the institution and other institutions in similar circumstances, as a guide in supporting international students at institutions with limited institutional support/funding. The student affairs practitioners should also ask for feedback from the international students to assess their effectiveness given the institutions limited resources. This data could be researched, studied and used as a model for other institutions on how to provide effective service with limited institutional support/resources.

RQ9: What challenges do faculty encounter when advising international students?

Findings: The faculty indicated a lack of institutional resources and training as challenges to advising international students.

Implications of the Findings: The faculty at the institution indicated that they did not receive training prior to the institution's internationalization. The institution also has limited resources available to the faculty. These limited resources include but are not limited to funding, additional space on campus and human capital. The faculty did not indicate that this lack of institutional resources hindered their ability to perform their duties. Cultural differences were also a challenge but not a determining factor indicated through the research as an obstacle to advising international students from the faculty.

Recommendations of the Findings for Practice: Faculty at the institution should be able to openly communicate with the institution's leadership about the challenges they may encounter when advising international students. The faculty should receive training to increase their ability to perform their duties. Faculty should work together to formulate a plan of action to address the needs of international students during advisement. There should be a set of standards implemented to advise faculty on how to effectively advise international students at the institution.

Recommendations of the Findings for Research: The faculty at the institution should collect data from the international students to measure their service, professionalism and effectiveness when advising international students. The data collected from the international students from the faculty could be used to create a

database for advisement measures that ensure effective advisement at the institution. Faculty could use this data to facilitate learning for future faculty and student affairs practitioners at the other institutions with similar circumstances based on their effectiveness, professionalism and service. The data collected could be used to inform, prepare, teach and assess future faculty and student affairs practitioners at the institution and other institutions on how to address international student challenges during advisement.

RQ10: What challenges do student affairs practitioners encounter when advising international students?

Findings: Student affairs practitioners indicated a lack of institutional resources and training as challenges to advising international students.

Implications of the Findings: The student affairs practitioners at the institution indicated that they did not receive training prior to the institutions' internationalization. The institution also has limited resources available to student affairs practitioners. These limited resources include but are not limited to funding, additional space on campus and human capital. Student affairs practitioners indicated that this lack of institutional resources hindered their ability to perform their duties. Student affairs practitioners at the institution indicated that the lack of training and available resources limited their ability to do their jobs. Cultural differences were also a challenge but not a determining factor indicated through the research as an obstacle to advising international students from student affairs practitioners.

Recommendations of the Findings for Practice: Student affairs practitioners at the institution should be able to openly communicate with the institutions' leadership about the challenges they may encounter when advising international students. Student affairs practitioners should receive training to increase their ability to perform their duties. Student affairs practitioners should work together to formulate a plan of action to address the needs of international students during advisement. There should be a set of standards implemented to advise the student affairs practitioners on how to effectively advise international students at the institution.

Recommendations of the Findings for Research: Student affairs practitioners at the institution should collect data from the international students to measure their service, professionalism and effectiveness when advising international students. The data collected from the international students from the student affairs practitioners could be used to create a database for advisement measures that ensure effective advisement at the institution. Student affairs practitioners could use this data to facilitate learning for future student affairs practitioners at the other institutions with similar circumstances based on their effectiveness, professionalism and service. The data that is collected could be used to inform, prepare, teach and assess future student affairs practitioners at the institution and other institutions on how to address international student challenges during advisement.

RQ11: How has global sensitivity training impacted the faculty's ability to engage with international students?

Findings: Training was not provided to the faculty to impact their ability to engage with international students. Faculty listed previous experience as a factor that contributed to their ability to engage with international students.

Implications of the Findings: Global sensitivity training was not provided. Faculty indicated that previous experiences with international students prepared them to be able to effectively engage with international students at the institution. The research did not indicate that a lack of global sensitivity training impacted their ability to engage with international students. The faculty was able to effectively engage with international students without global sensitivity training provided by the institution.

Recommendations of the Findings for Practice: Global sensitivity training should be a mandatory training offered to all faculty at the institution by the institution. Faculty should be offered global sensitivity training before the beginning of the academic year to prepare them for challenges they may encounter when engaging with international students. Global sensitivity training could benefit both the faculty and international students at the institution. The faculty with previous experience engaging with international students should be involved in the planning and implementation of the global sensitivity training offered at the institution.

Recommendations of the Findings for Research: Faculty should collect data from the international students to measure their service, professionalism and effectiveness during the academic year. The data collected from the international students about the faculty could be used to create a manual that serves as guideline for the global sensitivity training. The data collected along with the manual could ensure effective

engagement between the faculty and international students at the institution. The data collected coupled with the manual on global sensitivity training could be used to inform, prepare, teach and assess future faculty at the institution and other institutions on how to effectively engage with international student to address international student challenges.

RQ12: How has global sensitivity training impacted student affairs practitioners' ability to engage with international students?

Findings: Training was not provided to the student affairs practitioners to impact their ability to engage with international students. Student affairs practitioners listed previous experience as a factor that contributed to their ability to engage with international students.

Implications of the Findings: Global sensitivity training was not provided. Student affairs practitioners indicated that previous experiences with international students prepared them to effectively engage with international students at the institution. The research indicated that a lack of global sensitivity training impacted their ability to engage with international students effectively. Student affairs practitioners were able to engage with international students without global sensitivity training provided by the institution but questioned their effectiveness.

Recommendations of the Findings for Practice: Global sensitivity training should be a mandatory training offered to all student affairs practitioners at the institution. Student affairs practitioners should be offered global sensitivity training before the beginning of the academic year to prepare them for challenges they may encounter when engaging with international students. Global sensitivity training could

benefit both the student affairs practitioners and international students at the institution. Student affairs practitioners with previous experience engaging with international students should be involved in the planning and implementation of the global sensitivity training offered at the institution.

Recommendations of the Findings for Research: Student affairs practitioners should collect data from the international students to measure the service provided, professionalism and effectiveness during the academic year. The data collected from the international students could be used to create a manual that serves as guideline for the global sensitivity training for student affairs practitioners. The data collected along with the manual could help to ensure effective engagement between student affairs practitioners and international students at the institution. The data collected, coupled with the manual on global sensitivity training, could be used to inform, prepare, teach and assess future student affairs practitioners at the institution and other institutions on how to effectively engage with international student to address international student challenges.

**Institutional Findings, Implications, and Recommendations: Practice,
Policy, and Research**

Regarding perceptions of faculty and student affairs practitioners on the challenges to internationalization at a HBCU, the study suggests recommendations that the institution can make in the areas of institutional preparation, awareness, resources, communication and response for challenges to internationalization.

Institutional Preparedness

Institutional Preparedness Findings: According to the faculty, the institution was prepared for the challenges to internationalization but student affairs practitioners/staff at the institution are uncertain of this.

Implications of Institutional Preparedness Findings: The faculty and student affairs practitioners were divided about the institution's preparedness for internationalization. Both the faculty and student affairs practitioners agreed that the institution did not provide training to address international student challenges. Training was not provided to the faculty or student affairs practitioners before, during or after internationalization. The implication is that the institution was prepared for internationalization but not everyone at the institution was prepared to internationalize.

Recommendations for Institutional Preparation for Internationalization

Practice: The institutions leadership should invite leaders from both the faculty and student affairs practitioners/staff to openly discuss challenges to internationalization. The institution should encourage a holistic approach to internationalization. By encouraging open communication between the institution's leadership, faculty and student affairs practitioners, challenges to internationalization could be effectively addressed together. Faculty and student affairs practitioners should work together with the institutions leadership to effectively address challenges to internationalization.

Recommendations for Institutional Preparation for Internationalization

Policy: The institution should prepare faculty and student affair practitioners for internationalization prior to internationalization at the institution. The institution should

create and institutionalize a policy that requires leadership to meet with the faculty and student affairs practitioners to address challenges to internationalization. The policy should require the institutions leadership to meet annually (before, during and after the academic year) with the faculty and student affairs practitioners to address challenges to internationalization to be better prepared in the future. The institution should ensure that faculty and student affairs practitioners at the institution are prepared for internationalization by training them to address the challenges that may arise during the process.

Recommendations for Institutional Preparation for Internationalization

Research: The institution should document its' efforts to prepare for internationalize. The institution should also track changes in policy and monitor the new approaches' effectiveness versus previous methods to ensure the quality/validity of their efforts to internationalize. Through tracking, monitoring and analyzing the data, the institution would be better able to understand how to prepare for the challenges to internationalization in the future. The institution should use this data to assist other institutions interested in internationalization.

Institutional Awareness

Institutional Awareness Findings: The implications for institutional awareness are the faculty and the student affairs practitioners did not agree that the institution was aware of international student challenges.

Implications of Institutional Awareness Findings: The implications for institutional awareness are as follows; the faculty and the student affairs practitioners did

not agree that the institution was aware of international student challenges. However, both agreed that they themselves were aware of international student challenges at the institution. The faculty agreed that they were involved in open communication with senior leadership at the institution about institutional challenges to internationalization. However, the student affairs practitioners indicated that they were not involved in this open communication with the senior leadership at the institution about challenges to internationalization. The research indicates that the institution may have been aware of the challenges to internationalization but faculty and student affairs practitioners do not agree that the institution was aware the challenges.

Recommendations of Institutional Awareness Practice: The institution should be aware and recognize the risk of not properly training faculty and student affairs practitioners prior to internationalization. The institution should provide adequate and effective training for all employees who work with international students. Faculty should receive training prior to, during and after internationalization. Student affairs practitioners/staff should receive training prior to, during and after internationalization.

Recommendations Institutional Awareness Research: The institution should collect data from the faculty and student affairs practitioners. This data should consist of the effectiveness of the training provided by the institution, the effect that the training has on the effectiveness of the institutions efforts to train the faculty and student affairs practitioners and the effect that the training has the institutions effectiveness. The institution should continuously track and monitor the effectiveness of the training provided to faculty and student affairs practitioners. The institution should collect this

data and analyze it to effectively address challenges to internationalization. The institution should use their prior knowledge to better prepare, address and respond to the challenges to internationalization with the data collected from the faculty and student affairs practitioners' efforts to improve/address these challenges.

Institutional Resources

Institutional Resources Findings: Student Affairs Practitioners' answers to the surveys and interview indicated that institutional resources are a challenge to internationalization. The survey provided to student affairs practitioners indicated that they were 100% (3 of the 3 who responded)) uncertain that they were provided the resources necessary to be effective in their position to support the needs of international students (ex: office space, institutional resources, funding, etc.). The interview indicated that a lack of institutional resources was a challenge to internationalization. In addition, the interview indicated the resource issue both, not just from a financial perspective, but also personnel perspective (human resource). "Appropriate time and financial resources we could obviously take the work and spread the word out to other people... that's always a challenge because again we are a what I would call a significantly slim operation."

Implications of Institutional Resources Findings: The lack of institutional resources at the institution presented a challenge for some employees to be effective in their role. The implication is that the institution lacks the resources to address all the challenges to internationalization at the institution. Faculty and student affairs practitioners at the institution were aware of the limited resources of the institution but student affairs practitioners were more affected by this challenge than the faculty. Student

affairs practitioners at the institution who participated in the research indicated that the lack of institutional resources affected their ability to do their job effectively.

Recommendations for Institutional Resources Practice: The institution should explore more opportunities to procure additional funding/resources for internationalization. The institution should look to hire/promote more people. The institution should put more people in positions within the institution to assist with their internationalization efforts. The institution could seek volunteers (graduate students) to assist in areas of need to help address challenges to internationalization.

Recommendations for Institutional Resources Policy: The institution could create a policy that allocates resources specifically for their internationalization efforts. The institution could create a policy that allows funds to be moved from one area that was not in need to an area of the institution that was in need (such as the hiring new employees for internationalization) to assist their internationalization efforts. The institution could create a policy that allows for more funding for internationalization. The institution could create a fund/fund raising policy in which the proceeds go to promoting internationalization efforts at the institution.

Recommendations for Institutional Resources Research: The institution should collect data on their internationalization efforts. The data should be analyzed and researched by the institution and used as a model for other institutions. The institution should provide data to other institutions to show how they are able to continuously achieve such high numbers of international students with such limited resources. The

institution should collect data to provide other institutions interested in internationalizing/ internationalization with limited funds to promote their efforts at the institution.

Communication

Communication Findings: Communication refers to the institutions' ability to communicate effectively with the faculty and student affairs practitioners in regards to internationalization. Communication also involves addressing challenges to internationalization and recognition of these challenges being addressed by the faculty and student affairs practitioners. A majority of the faculty agreed that the institution communicated with them about the challenges to internationalization. However, student affairs practitioners who responded to the surveys and interview indicated that the institution did not communicate with them about the challenges to internationalization.

Communication Implications of Findings: The implication is the institution does communicate with the faculty but not the student affairs practitioners about challenges to internationalization. There is a missing link in addressing challenges to internationalization at the institution and that missing link is communicating with student affairs practitioners. Student affairs practitioners interact with international students at the institution but they are not involved in open communication with the institution's leadership. This lack of communication between student affairs practitioners and the institutions leadership is indicated in the research and should be resolved if the institution's goal is to address the challenges to internationalization at the institution.

Recommendations for Communication Practice: The institution should continue to openly communicate with its faculty at the institution. The institution should

openly communicate with student affairs practitioners. To prepare, address and alleviate challenges to internationalization the institution should openly communicate with all employees who interact/engage with international students. The institution could document their communication efforts to create a handbook that gives current and future employees an opportunity to learn from others at the institution.

Recommendations for Communication Policy: The institution should create an open communication policy at the institution for all employees interacting with international students (advising, teaching, housing, etc.) This policy should be created to help address challenges to internationalization at the institution. The institution could create a policy that mandates meetings, open dialogue between leadership, faculty, student affairs practitioners on a regular basis to address challenges to internationalization. The institution could promote and mandate team-building efforts towards internationalization.

Institutional Response

Institutional Response Findings: Institutional response refers to the institutions ability to respond to challenges to internationalization. Institutional response also refers to efforts by the institution to address these issues/challenges. A majority of the faculty and student affairs practitioners who participated in the surveys and interview disagreed with the institution's response to the challenges to internationalization. Both the faculty and student affairs practitioners agreed that the institution could do more to respond to the challenges of/to internationalize/internationalization (i.e., institutional training to better address/alleviate challenges).

Implications of Institutional Response Findings: The institutions effort to address challenges to internationalization with the faculty and student affairs practitioners through training and other initiatives was not made apparent through the research. The faculty at the institution would like to have been prepared to internationalize prior to the institution's internationalization. Student affairs practitioners at the institution would like to have been prepared as well but they would also like to be in open communication with the institution in regards to the challenges of internationalization at the institution. Both the faculty and student affairs practitioners agreed that the institution could do more to respond to the challenges of internationalization. This could be in the form of institutional training as well as additional resources made available to better address the challenges to internationalization.

Recommendations for Institutional Response Practice: The institution could better prepare the faculty and student affairs practitioners for internationalization prior to internationalizing. The institution could provide training for current and new employees at the institution to move them towards internationalization. The institution could get feedback from the international student population and use this information to better prepare, serve and address these students' challenges at the institution. The institution could increase internal efforts to improve internationalization.

Recommendations for Institutional Response Policy: The institution could create a policy that requires open communication from the leadership, the faculty and student affairs practitioners to address challenges to internationalization. The institution could mandate mandatory internationalization training for all employees at the institution.

The institution could create a leadership task force to address the challenges to internationalization at the institution aimed at creating new policies that address challenges to internationalization at the institution. The institution could create a policy that encourages internal growth and development from the leadership, faculty and student affairs practitioners involved in the institutions internationalization efforts.

Limitations of the Study

Limitations of this study included, but are not limited to, the following:

1. The data was self-reported and may not be an exact representation.
2. Only one institution was included in the research.
3. The data were limited due to low participation.
4. Low participation from eligible participants at the institution.
5. One of the 60 eligible student affairs practitioner participated in the interview.
6. Fifteen of 60 eligible faculty and student affairs practitioners participated in the surveys.
7. International students at Hillman College are limited to Middle Eastern students primarily from Saudi Arabia and majority Muslim countries.
8. The researcher only had one interview participant.
9. The researcher used a convenience sample.

Further Research

The study revealed that further research in the areas of institutional preparation and institutional training for faculty and student affairs practitioners/staff would be beneficial.

Institutional Preparation for Internationalization

1. Conduct a larger study with additional institutions for comparative research
2. Conduct a larger study with more participants to gain richer knowledge from the data
3. Employ additional data resources to collect additional data
4. A detailed qualitative study that includes international students' perceptions on internationalization
5. Include international students' perceptions on internationalization at the institution
6. Include domestic students' perceptions on internationalization preparation at the institution
7. Include international students' perceptions to the quality of service provided by the institution.

Faculty and Student Affairs Practitioners/Staff Training for Internationalization

1. Conduct a larger study with additional institutions for comparative research.
2. Conduct a larger study with more participants to gain richer knowledge from the data.
3. Employ additional data resources to collect additional data.
4. A detailed qualitative study that includes international students' perceptions on internationalization.
5. Include international students' perceptions to the quality of service provided by the faculty and student affairs practitioners.

Summary

The purpose of this descriptive case study was to examine how well challenges to internationalization are addressed at a HBCU in the Southeastern United States, by determining the perceptions of faculty and student affairs practitioners. Faculty and student affairs practitioner participated in the case study and provided their perspectives on the issue of challenges to internationalization at a HBCU. Chapter Six discussed the findings, conclusions, implications, and recommendations for faculty, student affairs practitioners, educational leaders and future research in higher education. Data were collected from faculty and student affairs practitioners through surveys and an interview. Surveys collected from 11 faculty respectively and 4 student affairs practitioners in addition to an interview with a student affairs practitioner provided the data for this descriptive case study.

The results of researching the case study and analyzing the data collected revealed findings, implications, and recommendations, and suggested further research for the faculty, student affairs practitioners and the institution. From the findings, five relevant themes emerged through the surveys and interview; institutional preparedness, institutional/faculty and staff awareness, institutional resources, communication and institutional response were found to be the perceived challenges to internationalization at the institution. There were limitations of this case study that included self-reported data; only one institution was used for the research; limited data due to low participation from the faculty and student affairs practitioners and the use of a convenience sample. The study revealed that further research in the areas of institutional preparation and

institutional training for faculty and student affairs practitioners/staff would be beneficial to the institution and could change the perceptions of faculty and student affairs practitioners at the institution on the challenges for internationalization.

APPENDIX A

Statement of Consent

Gerald L. Gersham Jr.
Department of Educational Leadership
Clark Atlanta University

You are being asked to participate in a study named “THE PERCEPTIONS OF FACULTY AND STUDENT AFFAIRS PRACTITIONERS ON THE CHALLENGES FOR INTERNATIONALIZATION A HISTORICALLY BLACK UNIVERSITY IN THE SOUTHEAST UNITED STATES,” pertaining to determining faculty and student affairs practitioner’s perceptions to these challenges to internationalization at your institution. I ask that you read this form in its entirety and ask any questions you may have before agreeing to be in the study.

This study is being conducted by Gerald L. Gersham Jr., a doctoral candidate at Clark Atlanta University. The research seeks to understand how well challenges to internationalization are addressed at a Historically Black College/University (HBCU), by determining the perceptions of faculty and student affairs practitioners through (a) challenges affecting international students, (b) on-campus internationalization preparation, (c) differentiated instruction for international students, (d) the office of international student affairs staff support, (e) international student advisement and (f) global sensitivity training.

You have been selected because you are at least 18 years of age; you have identified yourself as a faculty or student affairs practitioner/staff and you are employed at the institution selected for this research. This research is a dissertation project for completion of the doctoral program at Clark Atlanta University. The researcher may use the findings of this study for future scholarship. If you agree to take part in this research, you will be asked to complete a survey. You may also be given an opportunity to participate in an interview.

The interviews will be conducted in person, via Skype/Zoom/FaceTime or a mutually agreed upon platform for convenience. The interview will take no longer than 1 hour to complete and will take place at a time/day at a mutually agreed upon location. The researcher will record the interviews by using a tape recorder/recording device. The recordings will be transcribed and you will be assigned a number. Your name or other identifying information will not be included in the transcript.

The records of this study will be kept private. In any sort of report, if published, we will not include any information that will make it possible to identify you as a participant. Research records will be kept in a locked file; only the researcher will have access to the records. Tape recordings, voice recordings or videos made for this research are for educational purposes, and they will be erased upon completion of the research (no later than January 2020).

Your decision whether or not to participate will not affect your current or future relations with the researcher or your institution. Your participation is completely voluntary. You may stop participating in this research at any time or choose not to answer any question without penalty. Participants may withdraw from the study, and their data provided will be erased if they decide to withdraw from the study.

You may ask any questions you have now. If you have questions later about the research, you may contact the researcher Gerald L. Gersham Jr. at: Phone: (404.820.3109) or gerald.gersham@students.cau.edu; gershaminchina@outlook.com; ggersham@outlook.com or you may contact the advisors via email: Dr. Sheila Gregory at sgregory@cau.edu or Dr. Daniel Teodorescu at dteodorescu@cau.edu.

If you have any questions now, or later, related to the integrity of the research, (the rights of research subjects or research-related injuries, where applicable), you are encouraged to contact Dr. Paul I. Musey, (404) 880-6829 at Clark Atlanta University.

APPENDIX B

Data Analysis Matrix (Survey Questions)

Survey Questions (RQ)	SA Practitioner/Staff		SA Practitioner/Staff	Faculty Interview
	Survey	Faculty Survey	Interview Questions	Questions
What are the faculty and student affairs practitioners’ perceptions regarding the academic and social needs of international students?	Q1-Q9, Q14-Q15, Q17	Q2, Q4, Q7, Q9, Q18	Q1-Q3	Q1-Q6
What challenges do faculty/student affairs practitioners encounter when teaching international students?	Q4-Q5, Q9, Q14-Q15	Q1-Q5, Q9, Q13, Q15-Q17	Q1-Q3, Q7	Q1-Q2, Q7,
To what extent do faculty and student affairs practitioners feel prepared to work with international students?	Q1-Q15, Q17	Q2, Q4, Q6-Q7, Q9-Q10, Q12-Q14-Q18	Q1-Q2, Q5, Q7-Q9, Q12	Q1-Q2, Q5-Q6, Q8-Q10
How does faculty use differentiated instruction to accommodate the needs of international students?	Q14, Q15	Q15-Q17	Q1-Q2, Q7	Q1-Q2, Q7-Q8
What are the perceptions of faculty/student affairs practitioners regarding the institutional support available for international students?	Q1, Q3, Q4-Q7, Q9-Q12, Q16, Q18, Q20	Q1, Q3, Q5, Q8, Q10-Q13, Q19-Q20	Q1-Q6, Q8-Q12	Q3-Q6, Q9-Q12
What challenges do faculty/student affairs practitioners encounter when advising international students?	Q2, Q4, Q6, Q8, Q15	Q2, Q4, Q9-Q10, Q17	Q1-Q2, Q7, Q12	Q1-Q2, Q8, Q12
What global sensitivity training have faculty/student affairs practitioners received?	Q9, Q12, Q17, Q20	Q3, Q10-Q14,	Q1-Q2, Q5-Q6	Q2, Q5-Q6, Q9-Q10

APPENDIX C

Staff Survey Questions

Respond using the five-point agreement scale: (1) Strongly Agree, (2) Agree, (3) Uncertain, (4) Disagree, (5) Strongly Disagree

1. The institution is aware of international student challenges
2. I am aware of international student challenges
3. Senior leadership communicates openly about institutional challenges in helping international students with the staff
4. The staff has taken adequate steps to effectively inform the institution on how to address international students' challenges
5. The institution has taken reasonable steps to effectively address international students' challenges
6. International students' challenges are being adequately addressed by the institution
7. International students' challenges are being adequately addressed by the staff
8. The institution provided training to address international student challenges
9. The institution is prepared for internationalization
10. The institution prepared the staff for internationalization
11. All staff members at the institution were offered training to address internationalization
12. I am prepared for internationalization
13. I employ differentiated instruction to communicate with international students
14. I employ differentiated instruction to advise international students

15. Staff are meaningfully involved in the institutional planning of internationalization
16. My office is a safe space for international students
17. I am provided the resources necessary to be effective in my position
18. I am regularly recognized for my contributions to internationalization
19. At this institution, people are supportive of internationalization
20. What would make this institution a better place for international students?

APPENDIX D

Faculty Survey Questions

Respond using the five-point agreement scale (1) Strongly Agree, (2) Agree, (3) Uncertain, (4) Disagree, (5) Strongly Disagree

1. The institution is aware of international student challenges
2. I am aware of international student challenges
3. Senior leadership communicates openly about institutional challenges in helping international students with the faculty
4. The faculty has taken adequate steps to effectively inform the institution on how to address international students' challenges
5. The institution has taken adequate steps to effectively address international students' challenges
6. Faculty opinions are heard by the administration regarding internationalization
7. Faculty are meaningfully involved in the institutional planning of internationalization
8. International students' challenges are not adequately being addressed by the institution
9. International students' challenges are not adequately being addressed by the faculty
10. The institution provided training to prepare for international student challenges
11. The institution is prepared for internationalization
12. I am prepared for internationalization
13. I employ differentiated instruction in my courses to instruct international students
14. I employ differentiated instruction to academically evaluate international students

15. I employ differentiated instruction to advise international students
16. My office is a safe space for international students
17. I am regularly recognized for my contributions to internationalization
18. At this institution, people are supportive of internationalization
19. What would make this institution a better place for international students?

APPENDIX E

Interview Questions (SA Practitioners/Staff)

1. In your opinion, what challenges do international students face at your institution?
2. Can you please discuss some of the initiatives/programs or steps you have taken to alleviate some of these challenges in your unit?
3. Was your institution prepared for internationalization?
4. If your institution was/was not adequately prepared for internationalization, could you please discuss why or why not?
5. In your opinion, what steps have your leadership/administration taken to address challenges to internationalization?
6. Were you provided the resources necessary to be effective in your position to support the needs of international students (ex: office/office space, institutional resources, funding, etc.)?
7. Can you please discuss the training (if any) that you received at your institution promoting internationalization (ex: global/cultural sensitivity training)?
8. If your institution did provide training promoting internationalization, was the completion of this training mandatory?
9. What would make your institution a better place for international students?

APPENDIX F

Interview Questions (Faculty)

1. In your opinion, what challenges do international students face at your institution (i.e. social, academic, political)?
2. Have you faced any challenges when academically instructing international students? If so please list these challenges (if any)?
3. In your opinion, was your institution prepared for internationalization?
4. Has your institution adequately addressed international students' social needs?
5. Has your institution adequately addressed international students' academic needs?
6. If your institution was/was not prepared for internationalization, in your opinion, could you please discuss why or why not?
7. How has your institution's leadership/administration prepared you to work with international student populations?
8. Has your leadership/administration offered institutional support to address challenges to internationalization?
9. Have you used differentiated instruction to instruct/assist/assess/evaluate international students? If so, please provide examples.
10. Have you used differentiated instruction to academically advise international students? If so, please provide examples?
11. Have you been provided institutional training on global sensitivity?
12. If you were provided institutional training on global sensitivity, has the training impacted your interactions with international students?

APPENDIX G

Data Analysis Matrix (Research Questions)

Research Questions (RQ)	SA		SA	Faculty
	Practitioner/Staff Survey	Faculty Survey	Practitioner/Staff Interview Questions	Interview Questions
What are the faculty's' perceptions' that prepare them to address the academic needs of international students?	Q1-Q9, Q14-Q15, Q17,	Q2, Q4, Q7, Q9, Q18	Q1-Q3	Q1-Q6
What are student affairs practitioners' perceptions' that prepare them to address the academic needs of international students?	Q1-Q9, Q14-Q15, Q17,	Q2, Q4, Q7, Q9, Q18	Q1-Q3	Q1-Q6
What challenges do faculty encounter when teaching international students?	Q4-Q5, Q9, Q14-Q15	Q1-Q5, Q9, Q13, Q15-Q17	Q1-Q3, Q7	Q1-Q2, Q7,
To what extent do faculty feel prepared to work with international students?	Q1-Q15, Q17	Q2, Q4, Q6-Q7, Q9-Q10, Q12-Q14-Q18,	Q1-Q2, Q5, Q7-Q9, Q12	Q1-Q2, Q5-Q6, Q8-Q10
To what extent do student affairs practitioners feel prepared to work with international students?	Q1-Q15, Q17	Q2, Q4, Q6-Q7, Q9-Q10, Q12-Q14-Q18	Q1-Q2, Q5, Q7-Q9, Q12	Q1-Q2, Q5-Q6, Q8-Q10
How does faculty use differentiated instruction to accommodate the needs of international students?	Q14, Q15	Q15-Q17	Q1-Q2, Q7	Q1-Q2, Q7-Q8
What are the perceptions of faculty regarding the institutional support available for international students?	Q1, Q3, Q4-Q7, Q9-Q12, Q16, Q18, Q20	Q1, Q3, Q5, Q8, Q10-Q13, Q19-Q20	Q1-Q6, Q8-Q12	Q3-Q6, Q9-Q12
What are the perceptions of student affairs practitioners regarding the institutional support available for international students?	Q1, Q3, Q4-Q7, Q9-Q12, Q16, Q18, Q20	Q1, Q3, Q5, Q8, Q10-Q13, Q19-Q20	Q1-Q6, Q8-Q12	Q3-Q6, Q9-Q12

(continued)

Research Questions (RQ)	SA		SA	Faculty
	Practitioner/Staff Survey	Faculty Survey	Practitioner/Staff Interview Questions	Interview Questions
What challenges do faculty encounter when advising international students?	Q2, Q4, Q6, Q8, Q15	Q2, Q4, Q9-Q10, Q17	Q1-Q2, Q7, Q12	Q1-Q2, Q8, Q12
What challenges do student affairs practitioners encounter when advising international students?	Q2, Q4, Q6, Q8, Q15	Q2, Q4, Q9-Q10, Q17	Q1-Q2, Q7, Q12	Q1-Q2, Q8, Q12
What global sensitivity training have faculty received?	Q9, Q12, Q17, Q20	Q3, Q10-Q14, Q20	Q1-Q2, Q5-Q6	Q2, Q5-Q6, Q9-Q10
What global sensitivity training have student affairs practitioners received?	Q9, Q12, Q17, Q20	Q3, Q10-Q14, Q20	Q1-Q2, Q5-Q6	Q2, Q5-Q6, Q9-Q10

APPENDIX H

IRB Approval Letter



CLARK ATLANTA UNIVERSITY Institutional Review Board Office of Sponsored Programs

May 27, 2019

Mr. Gerald Gersham Jr. <Gersham1986@gmail.com>
School of Education
Department of Counselor Education
Clark Atlanta University
Atlanta, GA 30314

RE: The Perceptions of Faculty and Student Affairs Practitioners On The Challenges For
Internationalization At Two Historically Black Colleges/Universities in The Southeast
United States

Principal Investigator(s): Gerald Gersham Jr.
Human Subjects Code Number: HR2019-5-862-2

Dear Mr. Gersham:

The Human Subjects Committee of the Institutional Review Board (IRB) has reviewed your protocol and approved of it as exempt in accordance with 45 CFR 46.101(b)(2).

Your Protocol Approval Code is HR2019-5862-2/A

This permit will expire on May 26, 2020. Thereafter, continued approval is contingent upon the annual submission of a renewal form to this office.

The CAU IRB acknowledges your timely completion of the CITI IRB Training in Protection of Human Subjects – “Social and Behavioral Sciences Track.”

Your CITI certification expires on April 20, 2021.

If you have any questions, please contact the IRB Office or Dr. Paul I. Musey (404) 880-6337.

Sincerely:

Paul I. Musey, Ph.D.
Chair, IRB
Human Subjects Committee

223 James P. Brawley Drive, S.W. * ATLANTA, GA 30314-4391 * (404) 880-8000 *Formed in 1988 by consolidation of Atlanta University, 1865 and Clark College, 1869*

APPENDIX I

Collaborative Institutional Training Initiative (CITI Program)



Completion Date 21-Apr-2019
Expiration Date 20-Apr-2021
Record ID 31364416

This is to certify that:

Gerald Gersham

Has completed the following CITI Program course:

Social & Behavioral Research - Basic/Refresher (Curriculum Group)
Social & Behavioral Research - Basic/Refresher (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

Clark Atlanta University

CITI
Collaborative Institutional Training Initiative

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Gerald Gersham (ID: 8064470)
- **Institution Affiliation:** Clark Atlanta University (ID: 1387)
- **Institution Email:** Gerald.gersham@students.cau.edu
- **Phone:** 4048203109
- **Curriculum Group:** Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Record ID:** 31364416
- **Report Date:** 21-Apr-2019
- **Current Score**:** 91

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Defining Research with Human Subjects - SBE (ID: 491)	20-Apr-2019	4/5 (80%)
Clark Atlanta University (ID: 12876)	20-Apr-2019	No Quiz
Belmont Report and Its Principles (ID: 1127)	20-Apr-2019	3/3 (100%)
The Federal Regulations - SBE (ID: 502)	20-Apr-2019	5/5 (100%)
Assessing Risk - SBE (ID: 503)	20-Apr-2019	5/5 (100%)
Informed Consent - SBE (ID: 504)	21-Apr-2019	4/5 (80%)
Privacy and Confidentiality - SBE (ID: 505)	21-Apr-2019	5/5 (100%)
Research with Prisoners - SBE (ID: 506)	21-Apr-2019	5/5 (100%)
Research with Children - SBE (ID: 507)	21-Apr-2019	4/5 (80%)
History and Ethical Principles - SBE (ID: 490)	20-Apr-2019	4/5 (80%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k57bacd83-13e0-4f0d-b4ce-6200ca91196d-31364416

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

*NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Gerald Gersham (ID: 8064470)
- **Institution Affiliation:** Clark Atlanta University (ID: 1387)
- **Institution Email:** Gerald.gersham@students.cau.edu
- **Phone:** 4048203109
- **Curriculum Group:** Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Record ID:** 31364416
- **Completion Date:** 21-Apr-2019
- **Expiration Date:** 20-Apr-2021
- **Minimum Passing:** 75
- **Reported Score*:** 84

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Belmont Report and Its Principles (ID: 1127)	20-Apr-2019	3/3 (100%)
History and Ethical Principles - SBE (ID: 490)	20-Apr-2019	4/5 (80%)
Defining Research with Human Subjects - SBE (ID: 491)	20-Apr-2019	4/5 (80%)
The Federal Regulations - SBE (ID: 502)	20-Apr-2019	5/5 (100%)
Assessing Risk - SBE (ID: 503)	20-Apr-2019	5/5 (100%)
Informed Consent - SBE (ID: 504)	21-Apr-2019	4/5 (80%)
Privacy and Confidentiality - SBE (ID: 505)	21-Apr-2019	5/5 (100%)
Research with Prisoners - SBE (ID: 506)	21-Apr-2019	5/5 (100%)
Research with Children - SBE (ID: 507)	21-Apr-2019	1/5 (20%)
Clark Atlanta University (ID: 12876)	20-Apr-2019	No Quiz

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k57bacd83-13e0-4fd0-b4ce-6200ca91196d-31364416

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

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